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IDENTIFIERS	*Psychodrama

ABSTRACT

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers counseling techniques and programs for use with juvenile and adult offenders. Documents on group counseling, psychodrama, self-concept, and other concepts are included. One hundred and eighteen document abstracts have been retrieved. (Author/PC)

ED106742

searchlight

Relevant Resources in High Interest Areas

17R RETROSPECTIVE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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$1.50

Counseling Prisoners

CG 400 124

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $5.00 per dissertation, or in bound photo copy (X) at $11.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 047 340 CG 006 228
Silverman, Mitchell
An Analysis of a Comprehensive Evaluation Model for Guided Group Interaction Techniques with Juvenile Delinquents. Final Report.
University of South Florida, Tampa. Institute for Exceptional Children and Adults.
Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date Dec 70
Note—83p.; Volume 2, Number 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Data Collection, *Delinquents, Group Therapy, Guidance Programs, *Interaction Process Analysis, Learning, Measurement Techniques, Scoring, *Techniques
Reported are the first phase activities of a longitudinal project designed to evaluate the effectiveness of Guided Group Interaction (GGI) technique as a meaningful approach in the field of corrections. The main findings relate to the establishment of reliability for the main components of the Revised Behavior Scores System developed to assess the basic processes taking place in settings using GGI as a therapeutic technique. This system is derived from the scoring categories, subscores, and scoring conventions developed by Borgatta and Crowther (1965) in the Behavior Scores System. Subjects were members of two groups of male delinquents undergoing GGI at a correctional facility in Tallahassee in the summer of 1970. Results indicate that in general the system is sufficiently reliable to generate sound data, although data generated for the subscores and the single scoring convention used indicates that these components in the analysis system should not be used for gathering quantifiable data. The system should yield highly reliable data relative to the behavior occurring in therapy groups while providing measures of the learning processes accounting for such behavior. (Author/CH)

ED 048 445 VT 012 115
Project Crossroads--Phase 1. Final Report (January 15, 1968-May 15, 1969).
National Committee for Children and Youth, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Pub Date 70
Note—114p.
Available from—NCCY, Project Crossroads, 527-6th Street, N.W., Washington, D.C. 20001
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Correctional Rehabilitation, Delinquent Rehabilitation, *Employment Services, Job Placement, *Manpower Development, Out of School Youth, Pilot Projects, *Prisoners, Recidivism
Identifiers—District of Columbia
In this pilot program, pretrial manpower services are provided for first offenders in juvenile and adult courts in the District of Columbia. The project offers intensive services to selected youthful arrestees during a 90-day continuance of their trials. At the end of this period charges may be dropped, on the recommendation of the project staff. About 60 percent of the first 162 participants whose cases received judicial review had their charges dismissed because of satisfactory project participation. Project staff consists of Volunteers in Service to America and community volunteers for supportive services, as well as some ex-offenders. Job placement for youth has been the most serious problem in a city with little industry. The re-arrest rate for participants was 9 percent after the first year and a half of operation. The primary objective of the second phase is to provide an assessment of the impact of project services on participants, but will include continued exploration and improvements. (Author/BH)

ED 048 568 AC 010 158
Adams, Charles And Others
The Volunteer in Washington State Adult Corrections.
Washington State Dept. of Social and Health Services, Olympia.
Pub Date May 70
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Citizen Participation, *Correctional Rehabilitation, Corrective Institutions, Crime, Criminals, *Individual Characteristics, Interpersonal Relationship, *Motivation, Objectives, *Prisoners, Role Perception, Selection, Statistical Data, Surveys, *Volunteers
Identifiers—*Washington State
A survey was made of the adult volunteers who are working in the Washington State rehabilitation program for offenders. A closed-end questionnaire was submitted to a sample of 220 volunteers to gather hard core data such as age, sex, marital status and also information on kind of work done, what their attitudes were toward the Washington correctional system, and why they were volunteers. Of the 124 respondents to the "Volunteer Poll," the majority (56%) were in the middle age group (35-49); 98% were white males; 92% Protestant; most had at least some college work, with many graduate degrees. They were largely professional salaried workers with incomes over $10,000. Most of the volunteers were working for altruistic reasons; they felt that reasons for criminal activities were lack of love and understanding, broken homes, and lack of moral guidance. Few had known much about corrections before volunteering and the screening they received was shown not to be uniform. The majority, working in institutions, were involved in sponsorship and visitation; those working in the community were involved in parole sponsorship and job placement. Most felt that the goal of corrections was rehabilitation and that their work was important toward this goal. (EB)

ED 048 569 AC 010 159
Manual for Volunteers in Adult Corrections.
Washington State Dept. of Social and Health Services, Olympia.
Pub Date Nov 70
Note—43p.; Second Edition.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, Citizen Participation, Community Attitudes, *Correctional Rehabilitation, Corrective Institutions, Criminals, *Friendship, Interpersonal Relationship, Nonprofessional Personnel, Parole Officers, *Prisoners, Probation Officers, Qualifications, *Role Perception, *Volunteers
Identifiers—*Washington State
Washington is one of the pioneer states in the use of volunteers in the rehabilitation of persons convicted of crimes; at present over 500 private citizens are working with adult offenders and the division's correctional staff, inside and outside of the institutions. This manual was prepared to be of use to them, and to professional workers in the field. It provides information on the criminal justice system in Washington state, qualifications for volunteers, their roles, and working with the offender within the institutions or when he is one parole. The State Offices of Probation and Parole are listed and there is a glossary of terms. (EB)

ED 052 335 VT 013 329
Killinger, George G., Ed. And Others
National Conference on Pre-Release. A Symposium on Adult Offender Programs, Halfway House, Pre-Release, and Work Release.
Sam Houston State Coll., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.; Texas State Dept. of Corrections, Huntsville.
Pub Date 67
Note—105p.; Proceedings of a Conference (Huntsville, Tex., Nov. 1-4, 1967)
Available from—Sam Houston State College, Institute of Contemporary Corrections and the Behavioral Sciences, Huntsville, Texas 77340 (no charge)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Correctional Rehabilitation, Drug Addiction, Educational Needs, Employment Programs, *Prisoners, *Program Development, *Program Evaluation, Rehabilitation Programs, Vocational Education, Work Experience Programs
Seventy-four participants attended the 4-day National Conference on Pre-Release Programs for a symposium on adult offender programs. Presentations heard included: (1) "Halfway House Programs--A National Overview" by O.J. Keller, Jr., (2) "The Evolving Program of a Privately Operated Halfway House" by Robert P. Taylor, (3) "The Employment Program of a Halfway House for Narcotic Addicts" by Keith Turkinton, (4) "Correctional Assumptions and Their Program Implications" by Vincent O'Leary, (5) "The Changing Program of Pre-Release at the Federal Level" by Gerald A. Collins, (6) "A Warden Looks at Pre-Release" by J.E. Baker, (7) "The STEP Program and Work Release" by Robert E. Joyce, (8) "Management and Operation of a Work Release Program" by Robert Anderson, and (9) "The News Media and Work Release" by Kuyk Logan. (JS)

ED 053 399 CG 006 525
McGerigle, Paul
What Massachusetts Does about the Apprehended Juvenile Offender.
Massachusetts Committee on Children and Youth, Boston.
Pub Date Dec 70
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correctional Rehabilitation, Courts, *Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, *Juvenile Courts, Law Enforcement, Police, Probationary Period, *Probation Officers, Socially Deviant Behavior, Youth Problems
The report describes and discusses the legal procedures which Massachusetts employs in disposing of the cases of apprehended juvenile offenders, as well as the residential and community programs which normally deal with this group. The legal procedures and treatment programs are viewed as social responses to behavior socially defined as deviant. Delinquent behavior per se and its causes are not a major focus. Three sections comprise the report: (1) a description of the pattern of arrest and disposition of all juvenile offenders in Massachusetts in 1967, and a discussion of the roles played by the police and courts; (2) a description of the residential programs of the newly reorganized Department of Youth Services and a consideration of its role; and (3) a description of "community treatment" services, with special emphasis on the role of the probation officer. In addition, some discussion is devoted to innovative programs in other states and to proposals for preventive programs in Massachusetts. (TL)

ED 054 491 CG 006 622
Burchard, John D.
Behavior Modification with Delinquents: Some Unforseen Contingencies.
Vermont Univ., Burlington.
Pub Date Mar 71
Note—10p.; Paper presented at American Orthopsychiatric Association convention, Washington D. C., March 21-24, 1971

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Behavior Problems, Correctional Rehabilitation, Criminals, *Delinquency Prevention, *Delinquent Rehabilitation, Delinquents, *Operant Conditioning, Prisoners, Program Descriptions, *Rehabilitation Programs, Reinforcement

With the recognition of a functional relationship between anti-social behavior and the environment in which it occurs, and hence of the appropriateness of environmental intervention, there has been an increasing appeal for the use of behavior modification with criminals and delinquents. This has led to the development of many sound programs in the area of prevention and rehabilitation. Two programs of each type are described. At the same time, however, there are several issues which presently plague the effectiveness of behavior modification. In general, these issues relate to the need to establish behavior modification programs on an empirical or analytical basis, the need to focus upon possible side effects which are incompatible with long-range goals, and finally the need to go beyond a demonstration of the power of behavior modification and focus on problems of generalization, bringing the behavior under the control of natural contingencies. (Author/KS)

ED 059 442 AC 012 303

Milan, Michael A.

An Ecological Experiment in Corrections: A Programmed Environment for Behavior Modification.

Rehabilitation Research Foundation, Elmore, Ala.
Draper Correctional Center.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Jan 71
Note—40p
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Programs, Behavioral Science Research, *Behavior Change, *Correctional Rehabilitation, Crime, *Demonstration Projects, *Ecological Factors, Economics, *Environmental Influences, Environmental Research, Innovation, Law Enforcement, Males, Problem Solving, Program Evaluation, Reinforcement, Remedial Instruction

The problem of a steadily rising crime rate and an apparent inability of existing legal, judicial, and penal procedure to serve as either deterrents to or modifiers of criminal behavior are presented. The point is made that the principles of behavior modification derive primarily from basic research performed within the framework of the experimental analysis of behavior. The Rehabilitation Research Foundation has been involved in the design, implementation, evaluation, and dissemination of innovative correctional programs for a number of years. It is proposed that the next logical step in the utilization of these techniques in corrections be taken: the development and evaluation of a token economy within the institution itself. The proposed demonstration project will: (1) Establish a token economy in one cell block of a large correctional institution for adult, male offenders (felons); (2) Examine the effectiveness of a system based upon positive reinforcement; (3) Develop a remedial educational program tailored to the correctional setting; (4) Determine the impact of various token reinforcement procedures; and (5) Evaluate the effect of token economy upon post-release adjustment and recidivism. The project has three phases. Phase I will consist of an initial observation period. Phase II will involve the institution and maintenance of the token economy. Phase III will consist of postrelease follow-up. Follow-up data will be used for validation and intervention purposes. (CK)

ED 059 449 AC 012 310

Watkins, John C.

Changing Inmate Behavior.

Rehabilitation Research Foundation, Elmore, Ala.
Draper Correctional Center.
Pub Date Jun 70
Note—20p.; Paper presented at the Interagency Workshop of the Institute of Contemporary Corrections and the Behavioral Sciences, Sam Houston State Univ., June 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Adult Leaders, *Behavior Change, Change Agents, Changing Attitudes, College Students, *Correctional Rehabilitation, *Corrective Institutions, Environmental Influences, Group Dynamics, Interpersonal Relationship, Leadership, Motivation, Power Structure, *Prisoners, Problem Solving, *Staff Orientation, Subculture

The training of all people on a correctional institution staff is discussed. The point is made that there are special problems about penal institutions in trying to effect behavior change in that people are living there against their will. This circumstance produces a basis for a subculture. It has been found that the criminal subculture is the most important dynamic in the correctional institution, as far as the operation of the institution and the training programs within it are concerned. This subculture contains: (1) the "adapters," or those people who come into an institution with very little prior experience of living in jails, (2) college kids who are caught for using "pot," another type of "adapters," (3) the "solid," the man who teaches the new people the ways of the subculture. It is stated that the most crucial consideration in the operation of an institution is that the warden's office or the administrator's office must be the center of operation. For purposes of this discussion, an "authority figure" is defined as anyone who works in an institution, excluding the inmates. Of special concern is the correctional officer, whose potential as a behavior change agent is an almost untapped resource. In order to change an inmate's behavior, a correctional officer must: (1) Have some contact with him; (2) Build up his trust; and (3) Help him out in a tough situation. (CK)

ED 059 463 AC 012 337

McKee, John M.

The Application of Behavior Theory to Correctional Practice.

Rehabilitation Research Foundation, Elmore, Ala.
Pub Date 15 Oct 71
Note—10p.; Presented at the Annual Conference of the Hawaiian Corrections Association, October 15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Behavior Change, Behavior Theories, *Correctional Rehabilitation, Environmental Influences, Guidelines, *Laboratory Techniques, Learning Processes, Models, Motivation, Problem Solving, Psychology, Psychopathology, Self Control, Social Relations, Teaching Techniques, Technology, *Theories

The case for behavior modification and some examples of its application in a variety of correctional settings are presented. The principles, techniques, and strategies utilized in programs designed to induce behavior change are largely determined by the model of causality to which one subscribes. A new approach to human behavior, which is the result of a rapprochement between psychology as a basic and an applied science, represents the first attempt to develop a viable science of human behavior which allows the practitioner to implement experimentally derived and validated principles in an applied setting. The hallmarks of this approach are empiricism and objectivity. Deviant behavior is depicted as acquired in the same manner as normal behavior, and consequently, as amenable to modification through the appropriate use of the laws of learning. Diagnosis is the tool used by more and more professionals to discover the reason for behavioral deviancy. The four functions of diagnosis are: (1) It specifies in what manner an individual differs from those around him; (2) It identifies the causes or origins of the individual's deviance; (3) It supplies information as to what will transpire if no remedial action is undertaken; and (4) It specifies what intervention strategy will be most effective dealing with the deviancy. The guidelines given for use of diagnosis include: (1) a clarification of the problem situation, (2) a motivational analysis, and (3) an analysis of self-control. (CK)

ED 061 513 AC 012 541

Weinberg, Isolde Chapin

Volunteers Help Youth.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.
Report No—SRS-72-26002
Pub Date 71
Note—63p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1766-0008, $.45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Delinquency Prevention, Disadvantaged Youth, Drug Abuse, Health Services, *Human Services, Job Skills, Law Enforcement, Leadership Training, Rehabilitation Programs, Self Help Programs, Social Services, Sociopsychological Services, *Volunteers, *Volunteer Training, *Youth Programs

A discussion of ways in which both adult and young Americans are volunteering to aid in the positive development of young people is presented in this booklet. The wide variety of programs that are designed to use volunteers and the need for additional volunteers are described. These programs are discussed under the following topic headings: School Programs, Job Programs, Social-Psychological Programs, Drug and Health Programs, Self-Help Programs, Leadership Training, The Law and the Police, Court and Probation Programs, Resident Programs, and Aftercare Programs. The complete names and addresses of the programs described in this booklet are listed. Steps to be taken by those who wish to volunteer to work with young people are given. (DB)

ED 068 548 AC 014 011

Dodge, Calvert R.

Communicating with Youth: The Adolescent Offender and His Counselor.

Note—14p.; Research Report
Available from—Librarian, Colorado Youth Workers Training Center, P.O. Box 286, 3650 W. Princeton Circle, Fort Logan, Colorado 80115 (no price quoted)
Document Not Available from EDRS.
Descriptors—Adolescents, Communication (Thought Transfer), *Correctional Rehabilitation, *Counseling Services, Data Analysis, Data Collection, *Delinquency, Environmental Influences, Interaction Process Analysis, *Interpersonal Relationship, Literature Reviews, Reading Comprehension, Recidivism, Research Methodology, Tests, *Youth Programs

This study was undertaken to accomplish the following: (1) to begin to define interaction patterns of delinquent youths and their counselors in the rehabilitative camp environment; (2) to discover if interaction patterns in the camp environment differ from patterns of interaction in larger institutions; and (3) to investigate the assumption that these interaction patterns are associated with recidivism rates of youths paroled from Colorado's two youth camps. The chapters in this report correspond with the original chronological development of the study. Chapter I is the Introduction. Chapter II consists of a review of the relevant literature specifically as it pertains to juvenile delinquents and juvenile delinquency. Chapter III describes the methods developed and used in this study. This investigation is considered to be descriptive and required the reconstruction of a test with regard to vocabulary commensurate with the educational reading and comprehension levels of the subjects studied. Chapter IV presents and interprets the data collected. Chapter V summarizes the preceding material and discusses some implications of the study. (Author/CK)

ED 068 870 CG 007 578

Gilman, Merritt Gorlich, Elizabeth

Group Counseling with Delinquent Youth.

Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date 68
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling, *Delinquency, *Delinquent Rehabilitation, *Group Counsel-

ing, Group Dynamics, Group Guidance, Groups, Intergroup Relations, Leadership, Leadership Responsibility, Youth, Youth Problems, *Youth Programs

This publication deals with group counseling as a technique for dealing with delinquent youth. In a counseling session, youngsters discuss their experiences, feelings, and ideas under the guidance of a leader. Group counseling is recognized as an effective means of reaching hard-to-reach youth. It is hoped that through sharing, former attitudes may be altered or replaced by ones that are more acceptable to society. The publication stresses careful planning prior to the incorporation of group counseling. The booklet contains discussions of various aspects of the leader's role including: What does the leader represent to the group? What are his responsibilities to the members? What are the leader's goals for the group? How does he steer the members toward these goals? Group Counseling calls for an investment and dedication in time and effort on the parts of those involved. (WS/Author)

ED 070 485 LI 004 037

Catalog of Selected Documents on the Disadvantaged: Subject Index.

Educational Resources Information Center, DIR.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-37002

Pub Date 66

Note—261p.;(0 References)

Available from—Formerly available from U.S. Government Printing Office ($3.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Coordinate Indexes, Culturally Disadvantaged, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Educational Programs, Information Dissemination, Information Retrieval, Socially Disadvantaged, Subject Index Terms

Identifiers—*Educational Resources Information Center, ERIC, ERIC Clearinghouse on the Disadvantaged, ERIC IRCD

In April 1965 the Educational Research (now Resources) Information Center (ERIC) was delegated the responsibility of improving the availability of educational information, especially information about the disadvantaged. The purpose was to assist local education agencies to develop and implement their own programs for the disadvantaged and for all students. Documents related to educational programs for the disadvantaged were obtained, and a total of 1,740 were selected for classification and dissemination. Demonstration packets of these documents on microfiche were distributed to the 50 state departments of education and selected large and medium-sized city school systems. These documents on the disadvantaged are the first 1,740 ED references in the ERIC system. This volume is a coordinate index for those 1,740 documents with ED citations grouped under the appropriate descriptor terms which are alphabetically arranged. (This coordinate capability is lost in microfiche format, and is best achieved in hard-copy by cutting the pages down the middle.) The companion number and author index is available as LI004036. (Author/SJ)

ED 070 845 VT 018 092

Mardell, E. A.

Curriculum Guide: Life Skills Course for Corrections.

Saskatchewan NewStart, Inc., Prince Albert

Pub Date Feb 72

Note—60p.

Available from—Saskatchewan NewStart Inc., First Ave and River St. East, Prince Albert, Saskatchewan, Canada

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Behavior Development, *Correctional Education, Course Content, Course Objectives, *Curriculum Guides, *Prisoners, Problem Solving, *Rehabilitation Programs, Skill Development, Therapeutic Environment

Identifiers—NewStart

This curriculum guide outlines modifications to the life skills lessons contained in the Life Skills Coaching Manual prepared by Saskatchewan NewStart. The course changes are based on adult education experience at a penitentiary, a literature search, and interviews with inmates and staff at a correctional institution. As with the correctional therapeutic community concept, a method of social rehabilitation in which inmates practice attitudes and behaviors to develop constructive relationships, the ultimate objective of the life skills course for corrections is the successful integration of the inmate into society. Included in the document are lesson sequence and content, the curriculum guide, and a bibliography. Related documents are available as ED 050 346 and, in this issue, VT 018 091 and 018 093. (MF)

ED 079 575 AC 014 514

Smith, R.R. And Others

Correctional Officer Training in Behavior Modification. Final Report (1970-1973).

Rehabilitation Research Foundation, Elmore, Ala.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-01-69-06-9

Pub Date Jun 73

Note—110p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrative Personnel, *Behavior Change, *Change Agents, *Correctional Education, Correctional Rehabilitation, Interpersonal Competence, Program Descriptions, *Rehabilitation Counseling

A report is presented of the findings from a three-year project to train 40 correctional officers as behavioral change agents. The project had two objectives: (1) to encourage the officers to view the institution as a rehabilitative instrument, predisposing them to learn to use alternatives to punishment and become treatment-oriented, and (2) to teach the officers the fundamental principles and techniques of behavior modification in such a way that they would generalize and be applied to on-the-job situations in a prison setting. Data indicate that both objectives were achieved with the first groups of officer. Trained officers were able to identify specific behaviors with which to work and, under supervision, were able to implement behavior modification projects. When systematically observed on their jobs, trained officers interacted more frequently and positively with inmates than non-trained officers. Inmate evaluators listed trained officers as increasing in general caliber, being less punitive and more concerned with the inmates' welfare. (Author)

ED 079 616 CG 007 012

James, Ralph E.

Behavior Modification in Court and Community Treatment Programs for Juvenile Offenders.

Pub Date 71

Note—14p.; Paper presented at the American Psychological Association, 3-7 September 1971, Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Behavior Change, *Community Programs, *Delinquent Rehabilitation, Juvenile Courts, Parent Workshops, *Performance Contracts, Reinforcement, Teacher Workshops, Youth Problems

Identifiers—Youth Services Center

This document describes the Rocky Mount, N.C. Youth Services Center which was established as a community-based treatment program for male juvenile offenders. Designed to work with behavior problems at their source (school, home, community), the Center utilizes community-based contingency contracting with written behavioral agreements entered into by both the boys and their parents. The Center provides a noninstitutional structure, motivational incentive system and cost effectiveness. The Center's objectives include: (1) decreasing maladaptive problem behaviors; (2) providing an effective alternative to incarceration; (3) improving self-concept and general achievement; and (4) providing management training to those working with delinquent prone youth. The report includes a review of projects using contingency contracting, data summaries of the Center's results, and a table of costs. Final conclusions are pending, awaiting factor analysis of results. (Author/LAA)

ED 083 388 CE 000 363

Pre-trial Intervention: The Manhattan Court Employment Project of the Vera Institute of Justice. Final Report.

Vera Inst. of Justice, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 72

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Correctional Rehabilitation, Court Cases, Court Litigation, *Courts, Criminals, *Experimental Programs, Group Counseling, Individual Counseling, Intervention, Job Development, Legal Problems, Life Style, *Manpower Utilization, Nonprofessional Personnel, Pilot Projects, Recidivism, *Vocational Development

The final report of an experimental pre-trial intervention program of intensive manpower services (individual and group counseling and job, training, or academic placement with the help of career developers) for selected defendants in Manhattan covers the period November 1967 through October 1970. After three years and 1,300 participants, dismissals recommended by the project were being granted in 61 percent of the cases. The project demonstrated that pre-trial counseling and career development can be introduced into an existing court situation, that it can effect positive changes in the life-styles of defendants within a three-month period resulting in a lower recidivism rate, and that nonprofessionals (exconvicts and exaddicts) can be recruited and trained to perform effectively as staff counselors. The report includes a project summary and history of the operation, and an epilogue stating that since termination of the demonstration phase of the pilot project it has been incorporated, has doubled its scope to include Brooklyn and the Bronx, and has continued to receive the support of the city and court. (MS)

ED 083 429 CE 000 431

New Approaches to Diversion and Treatment of Juvenile Offenders. Criminal Justice Monograph. Selections from National Symposium on Law Enforcement Science and Technology (4th, May 1-3, 1972).

Maryland Univ., College Park. Inst. of Criminal Justice and Criminology.; National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Jun 73

Note—210p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00190, $2.60)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Action Programs (Community), *Community Involvement, Community Role, Correctional Rehabilitation, *Delinquency Prevention, *Delinquent Rehabilitation, *Developmental Programs, Drug Therapy, Human Development, Human Services, *Juvenile Courts, Law Enforcement, Play Therapy, Police Community Relationship, Probation Officers, Problem Children, Workshops

Identifiers—Juvenile Offenders

This monograph presents a variety of approaches to the handling of juvenile offenders, with an emphasis on diverting the juvenile from the criminal justice system. Papers cover the community-based treatment of juveniles in Massachusetts, diversion of juvenile offenders--as a new term used for new directions, human development and treatment programs, the use of the workshop, action research as a change model for corrections, and the role of the community in juvenile delinquency programs. Data charts, diagrams, and bibliographies are included. (KP)

ED 085 562 CE 000 742

White, David Virgil, Jr.

An Evaluation of Selected Rehabilitative Services Offered at the Utah State Prison.

Pub Date Jun 70

Note—98p.; M.S. Thesis, University of Utah

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Correctional Education, *Correctional Rehabilitation, Corrective Institutions, Masters Theses, Opinions, *Prisoners, *Rehabilitation Programs, Secondary Education, Surveys, Vocational Education, *Vocational Rehabilitation

Identifiers—Utah

The basic purpose of the study was to assess the sociological and psychological factors affecting the inmates of the Utah State Prison and to determine their apparent value on the inmates' successful adjustment. The population consisted of 668 inmates who participated in vocational training between 1958 and 1968. All participants for whom addresses were available were either personally contacted or mailed a questionnaire. Special interviews were obtained from prison personnel, and direct observation was made of selected programs. It is concluded that those prisoners who have participated in rehabilitation programs at Utah State Prison have been favorably affected by them in their adjustment to society upon release. However, additional and expanded programs are necessary. Also, a greater amount of the prisoner population must be involved in the vocational and rehabilitation programs. A bibliography and the information collection instruments are appended. (Author/MS)

ED 086 768 UD 014 015

Kennedy, Daniel B. Kerber, August

Resocialization: An American Experiment.

Pub Date 73

Note—191p.

Available from—Behavioral Publications, 2852 Broadway, New York, N.Y. 10025 ($10.95)

Document Not Available from EDRS.

Descriptors—Behavior Change, Changing Attitudes, *Compensatory Education, *Correctional Rehabilitation, Counseling, Criminology, Delinquent Rehabilitation, Economically Disadvantaged, Intervention, Program Planning, Psychotherapy, *Socialization, *Unemployed, *Vocational Rehabilitation

Compensatory education, criminal rehabilitation and training the hard-core unemployed are all forms of resocialization. Resocialization programs operate on the assumption that values, attitudes, and ability can be permanently altered as a result of outside intervention. The importance of resocialization is evidenced by the vast amounts of money and time being expended. The magnitude of such efforts calls for continuous research in the theory, practice and efficacy of resocialization. In this book we investigate resocialization in three institutional areas: education, criminolegal systems, and industry. The theories, processes, and efficacy of compensatory education, criminal rehabilitation, and training for the hard-core unemployed are investigated in a descriptive/analytic fashion. An attempt is made to answer such nonhypothesized questions as: What is socialization? Who decides that socialization has "failed"? What is resocialization? On what theories of etiology and treatment does resocialization operate? Are we effectively resocializing? Is resocialization a true goal of our society? Chapter I describes the dynamics of the process of socialization. Chapter II is concerned with reactions of the dominant society to those it considers poorly socialized. The definition, nature, and processes of resocialization are considered in Chapter III. The remainder of the book is more directly concerned with specific forms of resocialization. There is a chapter on counseling and psychotherapy, which, in effect, are forms of resocialization. (Author/JM)

ED 087 081 CS 500 594

Fox, Denamae Dawson

The Influence of Perception Training on Communication Between Polarized Groups of Officers and Inmates at the Colorado Women's Correctional Institution.

Pub Date 72

Note—141p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-1770, MF.lm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Changing Attitudes, Communication (Thought Transfer), *Group Behavior, Group Dynamics, *Interaction, *Intergroup Relations, *Interpersonal Relationship, Prisoners, Social Attitudes

Identifiers—*Perception Training

Those who wish to bring about positive communication between two groups with strongly polarized attitudes cannot do so merely by bringing the groups together for interaction. A study of inmates and officers at a women's prison revealed the potential of perception training for changing initially polarized conceptions. Analyses of subjects' perceptions of groups with opposing beliefs showed that positive interaction can occur with proper training in communication skills. Initial contact between polarized groups is usually negative and continued limited contact without planned training in perception results in deterioration to a more negative level. However, continued contact involving perception training results in more positive communication and interaction. (RN)

Journal Articles

EJ 037 503 060 UD 500 966
Child Convicts Lerman, Paul, *Transaction*, v8 n9/10, pp35-44, 72, Jul/Aug 71
*Delinquency, *Juvenile Courts, *Discriminatory Attitudes (Social), *Court Role, *Social Environment, Child Welfare, Cultural Factors, Delinquent Rehabilitation, Court Litigation, Corrective Institutions
Juveniles are subject to stricter laws than adults, and to more severe penalties for non-criminal acts than are many adults who commit felonies. Juvenile status offenders are handled through a criminal process rather than through measures which meet their needs. (DM)

EJ 038 465 420 SP 500 859
Institutional Impact on Juvenile Delinquents Desai, Arvindrai N., *Teaching*, v43 n3, pp76-81, Mar 71
*Delinquents, *Behavior Patterns, *Student School Relationship, Attitudes, School Phobia, [*India]

EJ 039 086 140 AC 501 259
The Volunteer and Academic Education for Rehabilitation of Prisoners Condon, Sister Marie, *Adult Leadership*, v20 n2, pp48-50, Jun 71
*Prisoners, *Rehabilitation Programs, *Correctional Education, Adult Education Programs, [Jefferson Parish Prison, Camden County Vocational and Technical School]
A proposed solution to the problem of post release return is that of a national call for volunteers to visit the prisons and donate their services in a constructive program of academic education. This would involve tutoring of reading and writing, as well as counseling. (Author/MS)

EJ 045 521 090 SP 501 154
Prison Reform? My God, Yes! Ricardo, John, *New Voices in Education*, v1 n3, pp9-12, Sum 71
*Criminals, *Correctional Rehabilitation, *Rehabilitation Programs, *Internship Programs, *Educational Responsibility

EJ 051 473 060 PS 501 626
The Use of Behavior-Modification Techniques with Female Delinquents Fodor, Iris E., *Child Welfare*, v51 n2, pp93-103, Feb 72
*Delinquent Behavior, *Behavior Change, *Females, *Corrective Institutions, Environmental Influences, Positive Reinforcement, Group Therapy, Behavior Patterns, Staff Role, Correction, Rehabilitation
Article describes techniques used in dealing with delinquent girls in a training school. (Editor/RY)

EJ 055 586 090 VT 503 577
The Counselor In the Local Jail Neil, Thomas C., *Journal of Rehabilitation*, v38 n1, pp22-24, Jan/Feb 72
*Correctional Rehabilitation, *Corrective Institutions, *Counseling Services, *Counselor Role, Role Perception

EJ 054 713 270 CG 504 297
Sensitivity Trainingfor Staff in an Institution for Adolescent Offenders Shapiro, Jerrold L.; Ross, Robert R., *Journal of Applied Behavioral Science*, v7 n6, pp710-23, Nov 71
*Sensitivity Training, *Staff Improvement, *Training Techniques, *Corrective Institutions, *Delinquent Rehabilitation, T Groups, Counseling Effectiveness, Adolescents
The data suggest that T Groups may be valuable as a staff training method in correctional institutions--where the aim increasingly is positive rehabilitation. (Author)

EJ 062 425 380 AA 513 212
Perceptions of Juveniles in Correctional Institutions Conrad, John J., *Journal of the Association for the Study of Perception*, v7 n1, pp17-25, Spr 72
*Institutionalized (Persons), *Males, *Delinquent Behavior, *Self Concept, *Delinquent Identification, Negative Attitudes, Delinquents
A study of the delinquent subculture in large institutions; neither history nor current recidivism rates confirm that any change in the attitudes and values which cause deviant behavioral manifestations take place as a result of purely negative experiences. (Author)

EJ 065 437 380 CG 504 937
Treating Delinquents in Traditional Agencies Feldman, Ronald A.; And Others, *Social Work*, v17 n5, pp71-78, Sep 72
*Social Agencies, *Socially Deviant Behavior, *Group Structure, *Delinquents, Agency Role, Social Services, Delinquent Behavior
A model for treating delinquents is proposed in which traditional community agencies would integrate small numbers of delinquents into groups of prosocial children. This innovation would reduce the adverse effects of labeling and peer-group composition, among others, without interfering significantly with the agencies' operations. (Author)

EJ 065 513 410 PS 502 197
"Lean On Me": A Unique Scouting Program Hogle, C. Alan, *Children Today*, v1 n5, pp7-10, Sep-Oct 72
*Retarded Children, *Prisoners, *Rehabilitation Programs, *Interpersonal Relationship, [*Boy Scouts of America, Oregon State Correctional Institution]
The volunteer "fathers" are inmates of a medium security prison, and the Scouts live in a home for the mentally retarded; both groups have benefited from the program. (SP)

EJ 065 664 490 AC 502 159
Higher Education and National Problem-Solving Johnson, Eldon, *NUEA Spectator*, v36 n9, pp14-21, Sep 72
*Social Action, *College Role, *Problem Solving, Higher Education, Social Services
Explores the relationship between university knowledge and national problems. (GB)

EJ 065 993 060 PS 502 211
Techniques in Guided Group Interaction Programs Richardson, Charles; Meyer, Robert G., *Child Welfare*, v51 n8, pp519-27, Oct 72
*Control Groups, *Group Therapy, *Delinquent Rehabilitation, *Peer Acceptance, *Behavior Change, Socially Deviant Behavior, Conflict Resolution, [Kentucky Reception Center]
Therapeutic techniques based on guided group interaction are being used widely in Kentucky institutions in the treatment of juvenile delinquents. The peer group plays a key role as the catalyst for change. (Author)

EJ 065 968 060 AA 513 698
The Influence of Live and Symbolic Modeling on Promoting Moral Judgment of Adolescent Delinquents Prentice, Norman M., *Journal of Abnormal Psychology*, v80 n2, pp157-61, Oct 72
*Child Psychology, *Delinquent Behavior, *Moral Values, *Ethical Instruction, *Psychological Evaluation, Personality Assessment, Personality Studies
Study investigates the effectiveness of modeling procedures in modifying the moral judgment of delinquents. (Author/RK)

EJ 067 599 060 VT 504 215
Rehabilitating the Criminal Offender: Perspectives on the Success and Failure of Correctional Rehabilitation Larke, Jerry, *Rehabilitation Research and Practice Review*, v3 n3, pp17-36, Sum 72
*Correctional Rehabilitation, *Criminals, *Corrective Institutions, *Program Improvement, Rehabilitation Programs, Community Attitudes, Community Resources, Adjustment Problems, Recidivism

EJ 067 869 140 SO 501 457
Educational and "Radical Alternatives to Prison" Kane, Ros, *New Era*, v53 n9, pp227-230, Nov 72
*Correctional Education, *Correctional Rehabilitation, *Effective Teaching, *Student Teacher Relationship, *Delinquency, Delinquent Rehabilitation, Corrective Institutions, Rehabilitation Programs, Educationally Disadvantaged

EJ 068 097 190 PS 502 330
The Use of the Fear Survey Schedule and the Reinforcement Survey Schedule to Survey Possible Reinforcing and Aversive Stimuli Among Juvenile Offenders Cautela, Joseph R.; And Others, *Journal of Genetic Psychology*, v121 pt 2, pp255-61, Dec 72
*Delinquents, *Fear, *Measurement Instruments, *Stimuli, *Identification, Reinforcement, Comparative Analysis, Tables (Data), [Fear Survey Schedule (FSS), Reinforcement Survey Schedule (RSS)]
Observations indicate that the stereotype of the juvenile offender as a nonanxious individual is not a valid one. (Authors)

EJ 070 638 490 UD 502 041
Counselor, Community and the Black Prisoner Jones, Martin C.; Jones, Martin H., *Black Scholar*, v4 n2, pp46-55, Oct 72
*Black Community, *Criminals, *Correctional Rehabilitation, *Counselor Training, *Counselor Role, Curriculum Development, Counseling Services, Civil Rights, Prisoners, Corrective Institutions
Advocates restructuring of counseling practices to make counselors understand the needs and problems of students, inmates, ex-offenders, veterans, etc., including the addition of new courses in departments dealing with counseling on music therapy, psycho-linguistics, and the law enforcement process. (JM)

EJ 070 991 090 CG 505 394
Group Counseling for Offenders Pew, Miriam L.; And Others, *Social Work*, v18 n1, pp74-79, Jan 73
*Social Work, *Group Counseling, *Behavior Change, *Rehabilitation Counseling, *Correctional Rehabilitation, *Crime, Group Therapy, Correctional Education, Group Dynamics
A community-based group counseling program for offenders in St. Paul, Minnesota, has had promising results--both in rehabilitation and crime prevention. (Author)

EJ 072 617 090 CG 505 492
Prison Rehabilitation: Concept Associates, Inc. McCoy, Robert D., *Personnel and Guidance Journal*, v51 n7, pp490-491, Mar 73
*Correctional Rehabilitation, *Rehabilitation Programs, *Rehabilitation Counseling, *Group Therapy, *Group Relations, Prisoners, Behavior Change
A self-help project called Concept Associates, Inc., was started at Parish Prison in New Orleans. While most penal rehabilitation programs educate inmates and teach them a trade, the work of Concept is more thorough. The inmates aid each other with their problems by concentrating on inner changes and the power of positive thinking through four classes. (Author)

EJ 072 623 090 PS 504 431
Deinstitutionalizing Juvenile Treatment Miller, Jerome; Best, Eric, *Inequality in Education*, n13, pp67-69, Dec 72
*Delinquents, *Delinquency, *Delinquent Rehabilitation, Juvenile Courts, Delinquent Behavior, Delinquent Identification, Delinquency Causes, Legislation, State Laws, [*Massachusetts]
Reports on the Massachusetts Youth Service Board which administers the state's juvenile correctional system. (DS)

EJ 074 114 060 AA 515 262
Behavior Modification And Socially Deviant Youth Cohen, Harold L., *National Society For The Study Of Education Yearbook*, v72 Part 1, pp291-314, 73
*Behavior Change, *Socially Deviant Behavior, *Delinquent Behavior, *Standards, *Family Influence, Social Environment, Values, Problem Solving, Peer Groups, Learning
Article discusses the social institutions and conditions responsible for shaping behavior and explains why punitive measures have been ineffective as rehabilitation directives. (Author)

EJ 075 644 020 LI 502 943
The King County Youth Service Center Klepets, Eleanor F., *School Library Journal*, pp39-43, Apr 15 73
*Library Cooperation, *Library Material Selection, *Corrective Institutions, *Institutionalized (Persons), *Institution Libraries, Rehabilitation, Instructional Materials Centers, [Library Funding]
Five Seattle-King County agencies cooperate to provide library service to the King County Juvenile Court's Youth Service Center. (DH)

EJ 075 840 090 VT 504 748
Human Dignity: An Attainable Goal Roessler, Richard T., *Rehabilitation Research and Practice Review*, v3 n4, pp1-10, F 72
*Training Techniques, *Human Dignity, *Interpersonal Competence, *Rehabilitation Counseling, *Delinquent Rehabilitation, Social Development, Locus of Control, Models

EJ 080 878 130 CG 506 007
Moral Conflict and Change in Correctional Settings Scharf, Peter, And Others, *Personnel and Guidance Journal*, v51 n9, pp660-663, May 73
*Moral Development, *Personal Growth, *Moral Values, *Prisoners, *Rehabilitation Programs, Human Relations, Intervention
This article describes a therapeutic program for inmates that attempts to stimulate moral reasoning. Based on Kohlberg's theory of moral development, the program relies heavily on group meetings designed to focus on and resolve a variety of moral issues raised by the participants. Through "guided moral discussions," participants tend to develop more mature moral reasoning. (Author)

EJ 082 356 AA 516 470
Durability of Effects of Group Counseling with Institutionalized Delinquent Females Redfering, David L., *Journal of Abnormal Psychology*, v82 n1, pp85-6, Aug 73
*Group Counseling, *Delinquents, *Institutionalized (Persons), *Followup Studies, *Concept Formation, Females, Questionnaires, Perceptual Development, Tables (Data)
The current study is a one-year follow-up of an earlier report that group counseling with institutionalized delinquent females resulted in significant gains in the connotative meanings of several concepts. (Author)

EJ 083 456 SO 502 053
Using Reinforcement and Social Modeling with Delinquent Youth Stephens, Thomas M., *Review of Educational Research*, v43 n3, pp323-340, Sum 73
*Positive Reinforcement, *Behavior Change, *Delinquents, *Social Reinforcement, *Behavioral Science Research, Social Psychology, Literature Reviews, Socially Deviant Behavior, Behavior Theories
Studies reviewed in this report suggest that an instructional approach -- namely, direct reinforcement, contingency contracting, and social modeling -- has great promise for rehabilitating juvenile delinquents. (Author/SM)

EJ 084 181 CG 506 222
Correctional Counseling And Therapy: An Emerging Field Shearer, Robert A., *Texas Personnel and Guidance Association Journal*, v2 n2, pp129-135, Sep 73
*Correctional Rehabilitation, *Prisoners, *Counseling Services, *Counseling Effectiveness, *Social Change, Helping Relationship
Correctional counseling is in some ways quite different from school counseling in the areas of freedom and authority. Many barriers exist in the field of corrections, particularly in prisons, that hinder the establishment of an effective counseling program or counseling relationship. Counselors who enter the field of corrections are pioneering a new field and indications are that there will be an increasing need for counselors in the field of corrections. (Author)

EJ 085 699 CG 506 344
Modeling And Group Discussion In The Rehabilitation Of Juvenile Delinquents Sarason, Irwin G.; Ganzer, Victor J., *Journal of Counseling Psychology*, v20 n5, pp442-449, Sep 73
*Delinquents, *Institutionalized (Persons), *Institutional Research, *Adjustment (To Environment), *Discussion Groups, Role Theory, Models, Behavior Change, Changing Attitudes
Compared relative effectiveness of two group methods of communicating information relevant to the social, vocational and educational adjustment of institutionalized male juvenile delinquents. Both treatment conditions prompted more positive attitudes, behavior change, and less recidivism among participants than did the control condition. (Author)

EJ 089 875 JC 500 584
Directed Corrections Or Corrected Directions? Sheffer, Harold V., *Community and Junior College Journal*, v44 n1, pp22-4, Aug/Sep 73
*Community Colleges, *Prisoners, *Correctional Rehabilitation, *Job Placement, *Adult Counseling, Adult Education Programs, Educational Responsibility, Intelligence Tests, Faculty, Program Costs
Described a program for prison inmates, who were able to learn in cooperation with community colleges, which helped prisoner rehabilitation further with their special midnight program. (RK)

Doctoral Dissertations

A COMPARISION OF TWO GROUP COUNSELING MODELS IN FACILITATING VERBAL INTERACTION AMONG DELINQUENT GIRLS

Vergie Lee Behrens ACKLAND, Ph.D.
Arizona State University, 1971

Chairman: Dr. Sandford S. Davis

This study investigated the identification of significant differences in verbal interaction between two groups of delinquent girls and the degree of acceptance the subjects expressed for operating within a group counseling setting. The procedure utilized the interpersonal and intrapersonal group counseling models. The interpersonal model focused upon extra group, past (there-then) interaction as group members were asked to describe various need-press situations they had faced. The emphasis was upon environmental expectations. The intrapersonal model focused upon the self and self-aspiration. Group members were asked to describe real self versus ideal self. The emphasis was upon the exploration of negative and positive aspects of the self.

The research population consisted of twenty-four female residents of Girls Ranch, Inc., Scottsdale and Mesa, Arizona. The two experimental groups consisted of eight members each, and the control group consisted of eight members. The treatment group members met with a trained counselor for eight 60-minute sessions, two sessions weekly for a period of four weeks.

Data collected for analysis came from two sources: (a) Hill Interaction Matrix (HIM G) ratings of each treatment session, and (b) Hill Interaction Matrix A pre- post-test scores.

The main effects of this study were tested by nine null hypotheses. Data collected on the HIM G were analyzed by Mann-Whitney U-Statistic for differences in ranked cell loadings. Data collected on the HIM A were analyzed by one-way analysis of covariance. All hypotheses were tested at the 0.05 and 0.10 levels of significance. The stated null hypotheses were rejected on the basis of the significant findings reported.

In summary, the first and third null hypotheses were rejected, indicating (1) that the scores on the speculative work/style and general content/style for the group treated with the interpersonal model of counselor behavior were greater than the scores for the group treated with the intrapersonal model of counselor behavior; (2) the scores on the speculative work/style and personal content/style for the group treated with the intrapersonal model of counselor behavior were greater than the scores for the group treated with the interpersonal model of behavior. Otherwise there were no differences for the groups treated with the two models of counselor behavior. This study thus indicated the intrapersonal model of counselor behavior was more effective in generating desired verbal interaction. Girls treated with the intrapersonal model do become more personal in group interaction; do move toward the intended model.

When delinquent girls are treated with interpersonal and intrapersonal models of counseling behavior, no significant changes in acceptance of group counseling are effected. Various implications were discussed and recommendations were made for further research.

Order No. 71-13,207, 190 pages.

THE EFFECT OF SHORT-TERM GROUP COUNSELING ON ANXIETY AND HOSTILITY OF NEWLY INCARCERATED PRISON INMATES.

(Order No. 67-3457)

Johnny Lester Arnette, Ed.D.
The University of Florida, 1966

Chairman: Dr. Myron A. Cunningham

This study is an investigation of the effects of short-term group counseling upon the reduction of manifest anxiety and hostility of inmates entering the Florida Division of Corrections' Reception Center, Raiford, Florida.

Fifty-eight inmates comprised the population from which the 24 subjects of the sample were selected. The 58 were evaluated to determine anxiety and hostility levels by Taylor's Iowa Manifest Anxiety Scale and Siegel's Judged Manifest Hostility Scale extracted from MMPI protocols. Three groups of eight members each were selected by a method designed to make the three groups equivalent in anxiety and hostility levels.

Group A received nine one-hour sessions and Group B three one-hour sessions of group counseling over a three-week period. All sessions were conducted by the same counselor. Group C did not receive counseling. The anxiety and hostility levels of the 24 subjects were redetermined through the second use of Taylor's and Siegel's scales preceding classification.

Hypotheses tested in the study were: (1) Group A's levels of manifest anxiety and hostility would show the greatest reduction following counseling. (2) Group B's levels of manifest anxiety and hostility would show a greater reduction than Group C's.

Analysis of variance tests were used to compare anxiety and hostility levels obtained on the pre- and post-tests. The .05 level of significance was established to evaluate the obtained F ratios from the analysis of variance. These analyses indicated that in this study short-term group counseling did not significantly reduce manifest anxiety and hostility as measured by Taylor's and Siegel's scales. Members of Group A with high levels of anxiety or hostility experienced greater reductions of anxiety or hostility than members of Groups B and C with high levels of anxiety or hostility.

A comparison of pre- and post-MMPI K scores for the three groups was conducted. Post-K scores that are higher than pre-K scores after counseling have been considered by some investigators as an indication of possible success in counseling. Six members of Group A had higher post- than pre-K scores while only three members of Group B and three members of Group C had higher post- than pre-K scores.

Because of considerable discussion of place of confinement after the period in the Reception Center, the 24 subjects were asked, following classification, to respond to the written question, "Were you satisfied with the place to which you were classified?" Six members of Group A, four of Group B, and three of Group C responded affirmatively.

Two members of Group A deviated from the remainder of the group in all areas investigated after counseling. Neither wanted to attend the group meetings and both were reluctant to participate in group discussion.

There are several conclusions which data obtained in the study seem to warrant. Nine or three session group counseling does not allow sufficient time to reduce anxiety and hostility. Short-term group counseling may be more successful with subjects with high levels of anxiety or hostility rather than with subjects with a range of anxiety or hostility scores. Short-term group counseling of at least nine sessions can help inmates to be more accepting of the place of confinement to which they are classified. Some inmates do not benefit from short-term group counseling and when recognized they should not be required to attend counseling sessions. Counselees should be inmates who volunteer for counseling rather than non-volunteers who are required to attend counseling.

Microfilm $3.00; Xerography $3.60. 63 pages.

AN EMPIRICALLY CONSTRUCTED SEMANTIC DIFFERENTIAL FOR INMATE CONCERNS

Robert Michael BEAL, Ed.D.
University of South Dakota, 1972

Director: Professor Leo M. Harvill

Purpose of the Study

The purpose of this study has been to develop an empirically constructed semantic differential for inmate concerns. Related to this were the following sub-goals: 1) To assess the validity of the final instrument; 2) To assess the reliability of the final instrument; 3) To develop and describe normative data from the results of the completed semantic differential upon administration to several populations.

Procedures of the Study

A representative sample of subjects was obtained from the Saint Cloud Reformatory for Men in Saint Cloud, Minnesota. This original sample of men was randomly divided into two groups: construction (those who were to have a part in building the semantic differential) and cross validation (a group of men who merely took the completed instrument).

The construction group was first asked to list and rank ten important life concerns. These listings were then submitted to a group of reformatory staff members who were asked to categorize the concerns which had been listed in the top six ranks. With this procedure eight major concept areas were named. Once obtained these eight concepts were then returned to the construction sample along with a list of 51 adjective pairs which the subjects were to match with the concepts on the basis of perceived relevance. Of the original 51 adjective pairs 15 were selected on the basis of high relevance, for inclusion in the semantic differential.

Once compiled, the semantic differential was administered to construction and cross validation samples. Both of these groups took the instrument twice for the purpose of establishing reliability. The second administration of the instrument was accompanied with a brief questionnaire designed to elicit the subject's reactions to the scale in terms of its clarity, perceived usefulness, relevance etc. The results of this questionnaire were used to help establish validity.

The semantic differential and questionnaire were administered to a sample of inmates from The South Dakota Penitentiary for Men in Sioux Falls, South Dakota. The purpose of this administration was to help establish the generality of the instrument. The semantic differential and the questionnaire were also administered to a sample of female and male students at The University of South Dakota. The college students were administered the instrument in an effort to observe differential validity.

The statistical procedures employed in this study were primarily descriptive. Factor analyses were conducted on the final administrations of the instrument. The purpose of these factor analyses was to facilitate the observation of differences in response style among the four groups of subjects.

Conclusions of the Study

The results of this study have led to a number of reasonable conclusions: 1) There is no single characteristic present in the semantic differential which could serve to independently distinguish any one of the four groups from the remainder; 2) There appear to be trends in the data which indicate that the total instrument is sensitive to differences betwen inmates and college students; 3) The data indicate that this instrument is more adapted to the measurement of inmate concerns as opposed to student concerns; 4) The construction techniques employed were efficient in terms of discovering and accurately representing the concerns of inmates; 5) The obtained reliabilities (.87 to .91) are high enough so as to warrant an exploration of validity; 6) The indices of validity used have indicated that the scale has the capability to produce differentials between different populations and that the instrument is modestly capable of allowing subjects to represent their feelings regarding their life concerns; 7) Enough evidence exists in this study and the studies cited to warrant further investigation into empirical construction techniques as a means of scaling inmate characteristics and concerns.

Order No. 72-32,708, 126 pages.

THE EFFECT OF GROUP COUNSELING UPON SELECTED PERSONALITY AND BEHAVIORAL VARIABLES IN DELINQUENT ADOLESCENTS

Mary Janet WILLIAMS, Ed.D.
North Texas State University, 1971

This study was conducted to investigate the effects of group counseling upon personality and behavior changes in delinquent girls confined in a state training school in Texas. The criteria used to determine change included the *California Test of Personality,* Intermediate Form, sociometric status (work and play criteria), emotional expansiveness (work and play criteria), number of discipline reports, and academic grades.

The girls selected for this study were randomly selected by living units. The study involved 107 girls assigned to three groups: experimental, placebo, and control. The experimental group received group counseling for one hour each week for ten sessions. The placebo group watched films one hour a week for ten sessions. The control group received no treatment. Pre- and post-tests were given to all subjects.

A simple analysis of variance was used to test the significant difference between the means on all established criteria. The .05 level of confidence was required to accept the hypotheses.

Statistical results showed that group counseling in this experiment was not any more effective than film viewing or no treatment in effecting change in delinquent adolescent girls. All hypotheses were rejected.

Recommendations based on the findings of this study were:

1. More sensitive and appropriate measures should be used to determine personality and behavior change.
2. Group counseling should be conducted more than once a week.
3. State training schools in Texas should be encouraged to re-evaluate their programs in terms of including group counseling as a possible tool toward rehabilitation.

Order No. 72-4115, 94 pages.

THE IMPACT OF CRIMINAL PUNISHMENT UPON THE ATTITUDE STRUCTURE OF A PRISONER

Byong-Je JON, Ph.D.
Indiana University, 1972

The main purpose of this work is to develop a theory which can parsimoniously summarize accumulated research findings and suggestions in the field of prison study. An extensive review of past studies reveals that the following three suggestions have been recurrently made: 1) correctional institutionalization leads the criminal to join the inmate subsociety; 2) it tends to strengthen anti-social sentiments among criminals; and 3) it tends to damage the inmate's self-esteem. On the basis of these suggestions, it has been postulated that an inmate's tendency to have a negative attitude toward legal institutions may be functional in protecting his self-esteem, and that the goal of protecting self-esteem by "rejecting the rejectors" can most effectively be achieved by joining the inmate subsociety. From these functional interpretations, the following three hypotheses are developed: 1) The higher the degree of commitment to the inmate subculture, the more positive an inmate's self-esteem. 2) The higher the degree of commitment to the inmate subculture, the more negative an inmate's attitude toward legal institutions. 3) The direction of change in an inmate's self-esteem will be opposite to that of his attitude toward legal institutions. In addition to these three central hypotheses, effects of the length and frequency of imprisonment upon degree of commitment to the inmate subculture, inmates' attitudes toward legal institutions, and inmates' self-esteem are also examined.

In order to test the hypotheses, data were collected from the Indiana State Reformatory by administering questionnaires to 254 prisoners who were randomly sampled from the total inmate population. To measure the degree of commitment to inmate subculture a series of six questions was asked. For the measurement of inmates' attitudes toward legal institutions, the Runquist-Sletto and Watt-Maher Scales were used. In order to measure inmates' self-esteem, the following three instruments were used: 1) the Rosenberg-Guttman Scales of Self-Esteem, 2) Ziller's Social Self-Esteem Scales, and 3) the Semantic Differential Scales. Comparing various aspects of the results obtained from the above types of scales, the Runquist-Sletto Scales were adopted for measuring attitudes toward legal institutions, and the Semantic Differential Scales to measure self-esteem.

Statistical analyses of the data indicate that the pattern of interrelationships between the three variables—degree of commitment, attitudes toward legal institutions, and self-esteem—tends to follow the directions specified in the hypotheses and to support the functional interpretation of the inmate subsociety. Length of imprisonment failed to explain variations in the degree of commitment to the inmate subculture and in self-esteem. But it was found that there is a curvilinear relationship between length of servitude and inmates' attitudes toward legal institutions. Both frequency of previous imprisonments and the proximity to release data failed to account for the variations in the three key variables of the functional theory. When the hypotheses were tested within each of the race categories, white and

non-white, some differences were found in the nature of the relationships between the variables of length of imprisonment, commitment to inmate subculture, and self-esteem. It is suggested that these differences may be due to differential perceptions of the nature of the penal institution by the two racial groups.

Order No. 72-30,417, 172 pages

THE ROLE OF DEVELOPMENTAL STATUS IN COUNSELING EFFECTIVENESS WITH INCARCERATED DELINQUENTS

Darwin A. JOHNSON, Ph.D.
Southern Illinois University, 1972

The objective of this study was to test the effectiveness of counseling with incarcerated delinquent boys ages 15 to 20 in two Illinois Youth Camps. The influence of counseling in conditions of abstract and concrete reasoning was the focus of the study.

A major factor that appeared to hamper counseling was the delinquent learned to become more delinquent while incarcerated (McCorkle and Korn, 1954). The issue, then, was does knowledge of concrete and abstract thinking abilities improve counseling effectiveness in an accelerated eight-week time period.

Counseling effectiveness was determined by self-concept change as measured by Fitts (1965) Tennessee Self Concept Scale (TSCS). Two tasks developed by Piaget (Inhelder and Piaget, 1958) measured abstract or concrete reasoning.

The effects of some variables important in development that may contaminate counseling effectiveness were statistically controlled. Intellectual ability (IQ) was measured by the California Short-Form Test of Mental Maturity (CTMM, 1963) and was held constant. Anxiety, as measured by Byrne, Barry, and Nelson's (1963) Repressor-Sensitizer Scale (R-S), time perspective (TP) as defined by Siegman's (1961) procedures, and race membership, white or black, were held constant also.

Delinquents were placed in either camp, dependent on space available. Therapists and counseling groups were randomly assigned in one camp, while no counseling was offered in the second camp.

Piaget's tasks classify individuals as abstract or concrete thinkers. Since abstract thinkers can handle more than two variables, this group is the more developed. After testing to determine which youths were abstract and which were concrete, the groups were assigned ones or zeros for statistical analysis. The statistical technique employed was the analysis of the multiple regression covariance. Alpha level was set at .05. A total of 62 youths were tested. All tests were administered when delinquents arrived in camp and the TSCS posttest was administered eight weeks later.

Statistically significant differences in counseling effectiveness were obtained when developmental status was considered. Counseled concrete thinkers appeared to regress while abstrac thinkers did not appear to change over the non-counseled group Since concrete thinkers regressed, the conclusions indicated they may have acquired more realistic self concepts from counseling. Abstract thinkers did not appear to change over the uncounseled group because therapy was unchallenging. These results suggested counseling was effective and could be further facilitated by therapy sensitive to a delinquent's developmental status.

The major limitation of the study is that it is a pilot study. Replication is needed to establish reliability.

The implications of the study merit further investigation. Further studies might investigate whether counseling effectiveness can be improved by dividing concrete and abstract thinkers into counseling groups and whether counseling effectiveness can be improved by providing therapy appropriate for concrete and abstract thinking groups.

Order No. 73-6219, 115 pages.

THE EFFICACY OF A MENTAL HEALTH FILMS PROGRAM TOWARD MODIFYING ADJUSTMENT CHARACTERISTICS OF INSTITUTIONALIZED DELINQUENTS

Jerone Powell JOHNSON, Ph.D.
University of Southern Mississippi, 1972

Purpose of the Study: The purpose of this study was to evaluate the efficacy of a mental health films program toward modifying self-rated adjustment characteristics of a group of institutionalized delinquent girls.

A review of related literature led to the formulation of the following questions: (1) Resultant to a mental health films program for institutionalized delinquent girls, would there be any demonstrable changes in adjustment characteristics? (2) Would there be any trends indicated in terms of areas of adjustment characteristics that might be most affected by exposure to the films program? (3) Would the results of this study have any implications relative to institutional school curricula development?

Procedure: Participants for this study consisted of 42 adjudicated females between the ages of 15 and 20 who were attending Columbia Training School at Columbia, Mississippi. The average age of the participants used was 16 years, 8 months.

All participants involved in the study were administered the California Psychological Inventory, the Jesness Inventory, and a Semantic Differential. These instruments were used as measures in evaluating the effectiveness of this program. The factor of differential reading ability among the participants was controlled on test administrations through the use of modified testing procedures.

The mental health films program conducted consisted of the showing of one or more films once a week to an experimental group for eight consecutive weeks. The films used in the study were selected dependent upon the decision that they appeared, on the basis of review criteria, most concerned of those films available in portraying an understanding of human behavior and its development.

Results: Initially, a t test for correlated data was used to compare pre- and posttest mean results on the CPI and the JI for the control group and the experimental group. The findings were of such a nature as to warrant comparison of the two groups on the basis of change scores, the change for each individual from pre- to posttest on the CPI and the JI scales. This crucial test of effectiveness revealed significant differences on mean change scores for four of the scales. All four changes were in favor of the experimental group. The experimental group experienced a significant improvement on two CPI standard scales at the $P < .01$ level and on one CPI factor scale at the $P < .05$ level. Significant improvement on the Social Anxiety Scale of the JI was also experienced by the experimental group at the $P < .05$ level.

The changes measured by the SD were minimal. There were significant improvements in favor of the experimental group on two factor scored items and a significant decline for the control group on one of the items.

Conclusion: Although the changes were few, the results of the study indicated that a mental health films program is effective toward the production of favorable changes on some self-rated adjustment characteristics of institutionalized delinquent girls. The changes which did occur reflected improvement in areas concerning insight and self-confidence in personal and social interactions. The findings that the program did favor improved adjustment in some areas, coupled with the economy afforded by such a program indicated that further study is warranted.

Order No. 73-5567, 68 pages.

A COMPARISON OF PERCEIVED REAL, IDEAL, AND SOCIAL SELVES OF INSTITUTIONALIZED DELINQUENT CHILDREN WITH THOSE OF NON-INSTITUTIONALIZED NON-DELINQUENTS IN CATHOLIC FACILITIES

Christian HYNES, F.S.C., Ph.D.
Fordham University, 1972

Mentor: Rev. Leonard P. Stocker

The present study was concerned with describing the self-concepts of a population of institutionalized juvenile delinquents by comparison with the corresponding self-concepts of a similar group of non-institutionalized, non-delinquents.

The subjects were 50 boys and 50 girls from Catholic institutions serving juvenile delinquents, as well as another 50 boys and 50 girls from regular Catholic high schools. Students were equated as much as possible in terms of age, intelligence, ethnic distribution, and socio-economic level.

A form of semantic differential, consisting of 20 scales with 7-step intervals, was administered to each subject. The instrument was designed to obtain each subject's perception of his real, ideal, and social (parents and friends) self, ranging from extremely positive to extremely negative.

Eight research questions were formulated. The first asks: Are there significant differences in the comparison of the real self-concept scores (a) between the means of delinquents and non-delinquents? (b) between the means of boys and girls? (c) the interaction (Delinquency X Sex)? Similar research questions were asked also in reference to ideal self, social self:parents, and social self:friends.

The second group of research questions may be phrased as follows: Is there a significant relationship between the real and ideal self-concept scores within any of the following populations being considered in this study: (a) non-delinquent girls, (b) non-delinquent boys, (c) delinquent girls, (d) delinquent boys, (e) non-delinquents, (f) delinquents, (g) girls, (h) boys.

A similar question was asked concerning the relationship of three other relevant pairs of concepts: real self vs. social self:parents, real self vs. social self:friends, and social self:parents vs. social self:friends.

The first four questions were investigated by using an analysis of variance: two way classification (delinquency and sex). To answer the second group of questions Pearson product-moment correlation coefficients were determined. Although not the subject of specific hypotheses, the 20 scales measuring each of the concepts were also considered in the statistical treatment.

Institutionalized delinquents were shown to have a poorer real self-concept ($p < .01$) than non-institutionalized non-delinquents. Sex and interaction factors were not significant. The second hypothesis (null), that pertaining to ideal self, was accepted, neither delinquency, sex, nor interaction having proved significant. The third hypothesis, which concerned social self:parents, was rejected in respect to the sex factor, girls claiming that their parents see them in a less favorable light than boys claim for their parents. The fourth hypothesis, which dealt with social self:friends, was rejected on the delinquency factor.

Hypotheses five through eight were all rejected. Of the 32 Pearson product-moment correlation coefficients calculated, only one failed to prove significant ($p < .01$).

The discrepancy between delinquents and non-delinquents in regard to real self-concept and social self:friends concept, as well as the discrepancy between boys and girls in regard to the social self:parents concept, would seem to have implications for parents, teachers, and counselors, including those working in institutional settings.

Order No. 73-1509, 133 pages.

A STUDY OF THE SELF-ESTEEM AND RELATED BACKGROUND FACTORS OF NEW REFORMATORY INMATES.

(Order No. 69-5886)

Robert Edwin Johnson, Ph.D.
Michigan State University, 1968

The purposes of this study were to examine whether the self-esteem of inmates is low when compared with the self-esteem of a civilian population and to examine twelve inmate background factors that might influence inmate self-esteem at the time of incarceration. These purposes were posed as thirteen questions in the study.

Self-esteem was defined as that element of the self-configuration which results from positive or negative self-valuing with the goals and ideals of the person as a standard of reference, and was seen as a strong motivational factor in behavior change, and hence important in design of correctional education programs. Self-esteem was measured through use of the Rosenberg Self-Esteem Scale, a ten item seven-point Guttman-type scale.

The inmate population consisted of 153 Negro and 182 white "first timers" entering the Michigan Reformatory between September 1, 1965 and June 1, 1966, ranging from seventeen through twenty-two years of age. The civilian population used for comparison with the white inmate population was a reasonably representative one consisting of 390 white twelfth grade males from three high schools in a large city.

The inmate background factors studied in relation to self-esteem were race, age at admission, work experience, school grade level attained, mothers' or fathers' attitudes toward inmates, parental family cohesiveness, marital status of parents the age (of the inmates whose homes were broken) at the time the home was broken, the inmate's age at the time of his first recorded delinquency, the time served in institutions as a juvenile, and the length of the current minimum sentence.

Self-esteem scores were obtained by administering the scale to inmates on their arrival at the Reformatory, and to the civilians in September, 1965, in school. Data for inmate background factors were derived from the inmate classification records of the Reception Diagnostic Center of the Michigan Department of Corrections.

The Mann-Whitney U test was used to compare the distributions of self-esteem scores of the white inmate and white civilian populations. Pearson correlation coefficients were calculated by computer to describe the relationships between inmate self-esteem scores and the twelve inmate background factors.

The two major findings were: 1) The distribution of the self-esteem scores of the white inmate population did not differ significantly from the distribution of self-esteem scores of the reasonably representative civilian population of white twelfth graders, and 2) such very slight correlation coefficients between inmate self-esteem and the inmate background factors were found that none of the background factors appeared to have more than the slightest influence on inmate self-esteem scores.

The following conclusions were drawn:

1. The data do not support the assumption that inmate self-esteem at the time of incarceration is lower than the self-esteem of the civilian population used in this study.

2. The data do not support the assumption that the self-esteem of Negro inmates is lower than the self-esteem of white inmates.

3. The data support the assumptions that very small relationships would be found between inmate self-esteem and age of inmates, the marital status of inmate's parents, and the age (of inmates whose homes were broken) when their homes were broken.

4. The data do not support the assumptions that relationships would be found between the self-esteem of inmates and school level attained, work experience, attitudes of mothers or fathers toward the inmates during childhood, the cohesiveness of the family home, the age at which the inmate's recorded delinquency began, the prior time served by the inmates as juveniles, or the current minimum sentence.

5. The background factors studied do not account for the observed variation in self-esteem scores.

Implications were drawn from these conclusions and suggestions made for future research.

M $3.00; X $7.40. 160 pages.

DELINQUENCY AND ADOLESCENT SELF-CONCEPTIONS: A STUDY OF THE PERSONAL RELEVANCE OF INFRACTION

Gary Franklin JENSEN, Ph.D.
University of Washington, 1972

Chairman: Professor Ronald L. Akers

Utilizing data collected by the Survey Research Center (University of California, Berkeley), this study examines relationships between delinquency and adolescent self-conceptions with particular attention to the role of the socio-cultural context in shaping such relationships. More specifically, the interrelationships among official and self-reported delinquency, evaluations by self and others as delinquent, and self-esteem are examined among junior and senior high school boys differentiated on the basis of race, social class, delinquent peers and attachments to conventional society.

An examination of multivariate contingency tables and partial gamma coefficients led to a number of observations concerning such relationships. For instance, while official labeling is characteristically unrelated to self-esteem, the relationship is more strongly negative among middle-to-upper-status blacks than in any other subcategory. Similarly, self-reported delinquency is progressively more negatively related to self-esteem, the higher the status of the black adolescents. Although no such variation by class emerged for whites, attachment to conventional others was found to specify the relationship between reported delinquency and self-esteem among both blacks and whites and an unusually weak relationship between those two variables for lower-class blacks was found to be limited to the relatively unattached adolescents. However, neither delinquent peers nor verbal commitments to the law had much effect on that relationship.

Evaluations by self and others as delinquent were persistently negatively related to self-esteem but, again, these relationships were found to vary from context to context. The lower the social class standing and the less the attachment to conventional others, the weaker the relationship of such delinquent evaluations of self-esteem. As was the case for self-reported delinquency and self-esteem, delinquent peers and attitudes towards the law had no consistent impact on such relationships.

While delinquency and delinquent evaluations were similarly related to self-esteem among blacks and whites, there were marked racial differences in the relationship between official labeling and self-labeling as delinquent. Official delinquency was positively related to delinquent self-evaluations in all subcategories. However, the relationship was stronger among whites than blacks, among lower status whites than upper status whites, among whites with no delinquent friends than whites with several such companions and, finally, among both blacks and whites who accept the law as morally binding than those with more negative orientations. In general, the application of official labels appears least consequential for the formation of delinquent identities among those who can readily rationalize their activities or who are insulated by "understanding" parents and peers.

In sum, there are contexts in which conformity to legal standards is not particularly necessary for the maintenance of self-esteem and in which official labeling has little effect on the formation of delinquent self-conceptions. There were no contexts in which delinquents fared significantly better in terms of self-esteem than non-delinquents. Thus, the findings seem more readily compatible with strain, social learning, and other perspectives which focus on competing paths to similar ends than with traditional cultural conflict perspectives where a distinct set of norms requires delinquent behavior of adolescents in certain contexts. However, strain theorists seem to exaggerate the extent to which status problems are associated with delinquency. Finally, it was observed that, contrary to the arguments of many labeling theorists, contact with official labelers has few consequences for self-esteem and that the very categories where official labeling appears least consequential for adolescent self-conceptions may encompass those adolescents most likely to go on to careers of delinquency.

Order No. 72-15,105, 167 pages.

A COMPARISON OF PERCEPTIONS REPORTED BY NON-DELINQUENTS AND DELINQUENTS REGARDING THEIR IDENTIFICATION WITH SELECTED SOCIALIZATION AGENTS AND NORMATIVE PRESCRIPTIONS.

(Order No. 69-19,374)

Harold Reginald Hunter, Ph.D.
University of Southern California, 1969

Chairman: Professor Empey

Purpose. The purpose of this dissertation has been to test the hypothesis that the delinquent is less inclined than the nondelinquent to identify with basic normative prescriptions and major agents of socialization in society. Two subhypotheses were derived from the major statement: (1) When all of the significant intervening variables are held constant, the nondelinquents will exceed the delinquents in the extent to which they identify with significant agents of socialization and normative prescriptions, and (2) the nondelinquents will exceed the delinquents in the extent to which they identify with all individual agents of socialization and all individual normative prescriptions.

Literature. The survey of literature revealed the role of socialization in the preparation of the child to cope with future social problems, and it suggested the anomie theory as an explanation for the pressures toward deviancy exerted on some individuals by basic disjunctions between societal values and means. These findings provided the theoretical grounds for the basic hypothesis of the study.

Methodology. The development of an instrument to test the major hypothesis involved the following steps: (1) the identification of socialization agents and normative prescriptions which seemed to be basic to this hypothesis, and (2) the construction of an instrument designed to measure the extent to which delinquents identify with those selected agents and prescriptions.

Four aspects of the child's relationship to the agents and normative prescriptions were used: (1) influence on the child's life; (2) ability to maintain theidentifying relationships; (3) aspirations to achieve new identifying relationships; and (4) achievement of the new identifying relationships. The final instrument contained forty questions and each had a five-point scale.

A questionnaire was developed to obtain background information concerning eighteen categories of factors.

Since the pretest indicated a racial difference, it seemed necessary to test the instrument, to be called a Delinquency Vulnerability Index, by administering it to four "known" groups: (1) Negro nondelinquent; (2) Negro delinquent; (3) Caucasian nondelinquent; and (4) Caucasian delinquent.

Findings. The data tended to support the validity of the hypotheses in this study. They revealed that when the various subcategories of the twenty-nine categories of background factors were held constant, the resulting scores still differentiated between nondelinquents and delinquents in the greater part of the comparisons.

The Background Information Questionnaire revealed that the nondelinquents possessed considerable advantage over the delinquents: Their fathers drank less, made more money, had fewer prison records, had more education, and treated the mothers and children better. Their homes were broken less by death, divorce, and separation. Their mothers also had more education and drank less.

The scores achieved on the four divisions also significantly differentiated between nondelinquents and delinquents.

The discriminating powers which resulted from the analysis revealed that the achievement division of the test possessed the highest discriminating powers. The ability to maintain division discriminated the least.

Conclusion. The information derived from an analysis of the data in this study suggests the following conclusions: (1) The survey of literature definitely indicates a relationship between a sense of futility, or uselessness, and juvenile delinquency. (2) The use of the Delinquency Vulnerability Index in this research has demonstrated the feasibility of its use in further study. (3) The Background Information Questionnaire revealed that the delinquents are handicapped by more disabilities in their efforts to achieve social expectations than are the nondelinquents. (4) Although the present study was only exploratory, the results seem sufficiently consistent and significant to justify further research.

M $3.75; X $13.30. 291 pages.

A STUDY OF THE TREATMENT OF GROUP COUNSELING AND PSYCHODRAMA AT THE PRE-RELEASE CENTER FOR MEN, MISSISSIPPI STATE PENITENTIARY

Macklyn Ward HUBBELL, Ph.D.
University of Southern Mississippi, 1972

This study investigated the impact of group counseling and psychodrama on inmates at the Pre-Release Center for Men, Parchman, Mississippi. Specifically the study attempted to determine: (1) if significant differences in personal characteristics as measured by the Kahn Test of Symbol Arrangement occurred when groups of inmates receiving group counseling, a combination of group counseling and psychodrama, and no treatment were compared at t_2 and t_3; and (2) if significant differences in recidivism occurred when groups of inmates receiving group counseling, a combination of group counseling and psychodrama, and no treatment were compared at the end of the ninety day postwait period.

Procedures

Population: The population consisted of those inmates who had been assigned to the Pre-Release Center for Men, Mississippi State Penitentiary, Parchman, Mississippi.

Sample: The sample for this study consisted of those inmates assigned to the Pre-Release Center for Men at the above mentioned institution during the month of October, 1971.

Treatment: The treatment for this project consisted of group counseling for E_1 and group counseling and psychodrama for E_2. C_1 received no treatment.

Instrument: The instrument used to validate the study was the Kahn Test of Symbol Arrangement. It was administered at both t_2 and t_3.

Collection of Data: Data were collected prior to the treatment at t_1, after the treatment at t_2, and after the postwait period at t_3.

Analysis of Data: An analysis of variance was used at both t_2 and t_3 to determine significance of the treatment on personal characteristics. After the postwait period, chi square was used to determine the significance in recidivism in relation to the treatment. In each of the analyses it was determined that there was no significance.

In view of the results obtained from the analyses of data, the following conclusions and implications seemed warranted:

1. The analysis after t_2 did not indicate any changes in personal characteristics after group counseling and psychodrama.
2. The analysis after t_3 did not indicate any significant changes in personal characteristics after the parolees had been released for ninety days.
3. After the ninety day postwait period, the analysis did not indicate any difference in the rate of recidivism as a result of the treatment.

Based on the results of this study the following suggestions are made for further research:

1. A study should be made of those parolees not receiving Pre-Release services in terms of personality change, resulting from the prison services only, and recidivism.
2. A study should be made of those inmates who are not paroled and who complete their sentences in prison in terms of personality change resulting from prison services only, and recidivism.
3. A study should be made of parolees in terms of their personality adjustments, how well they function as employees, how well they function within the family structure, and how well they function within the community.
4. A comparative study should be made of the use of rehabilitated criminals conducting the Pre-Release program and the use of professionals without criminal records conducting the same.
5. A comparative study should be made on the significance of Pre-Release services and group counseling with first offenders, those in different age groups (those twenty-one and below, those between twenty-two and twenty-nine, etc.), and those charged with various offenses (possession of drugs, murder, burglary, etc.). Order No. 73-5566, 119 pages.

A DIFFERENTIAL ANALYSIS OF THE COMPARATIVE EFFECTIVENESS OF GROUP COUNSELING AND INDIVIDUAL COUNSELING PROCESSES IN PRODUCING BEHAVIOR CHANGES OF JUVENILE DELINQUENTS USING DIRECT BEHAVIORAL REFERENTS AS MEASURES OF CHANGE

Clifford Irvin HOLLIMAN, JR., Ph.D.
University of South Carolina, 1969

This experiment was designed to provide an experimentally controlled condition under which a comparison of two counseling processes could be made utilizing changes of observable behavior as the basic criteria. The Ss (N=48) for this experiment consisted of juvenile delinquents whose age range was from 14 years to 17 years of age, with an I.Q. range of 87-121. The Ss were divided into two equal groups (N=24) in which one group received group counseling and the second group received individual counseling.

A major and minor hypothesis were made as follows:

Major hypothesis: It is hypothesized that there will be a statistically significant difference in the observed behavioral referents of individuals who have been exposed to group counseling processes when compared to individuals who have received individual counseling processes.

Minor hypothesis: It is hypothesized that a statistically significant difference will be found as a result of the influence of such variables as race, sex, I.Q., and number of previous court contacts. These differences will be reflected in the analysis of the variance obtained between the two groups.

The statistical analysis for this examination was provided in two major forms. The first was a factorial analysis to determine the identity of the factors involved in producing the changes observed. The second statistical process involved a multivariate analysis of the variance. Two multivariable analyses were completed. The first of these two included all of the behavioral tests utilized in this experiment. The second multivariate analysis was completed on those variables identified as being related to the independent factors found on the earlier factoral analysis. No support was found for the stated major hypothesis, however, partial support was provided for the minor hypothesis.

It is felt that only very broad general implications can be drawn concerning the individual variables considered in this experiment. One indication of behavior change was noted in the number of court contacts. This change was found to have a probability of .03 (p=.03). The interpretation of this result is that Ss who had several prior court contacts reflected less change in social responsibility scores than those with fewer court contacts. This finding provided partial support for the minor hypothesis.

A general conclusion can be made that the results of this experiment have shown that group counseling is equally effective as individual counseling when measured in terms of behavioral changes utilizing the variables presented in this study.

Several recommendations were made as a result of the data analysis. It was recommended that future studies in this area be designed to provide a control group, also that the range of discrimination on change measures be expanded, if possible. A summary recommendation was made for the use of group counseling as the preferred treatment approach, when the alternate choice is that of individual counseling, since the group approach in this study was found to be equally effective, yet less costly.

Order No. 70-9298 M $4.00; X $6.00. 49 pages.

INCARCERATION AND A SENSE OF THE RULES: STRATEGY DIFFERENCES AMONG JUVENILES

Henry Thomas HEALD, Ph.D.
University of Southern California, 1971

Chairman: Professor Boocock

A knowledge of the social rules governing various social situations is necessary for any individual if he is to function in society, but it is not sufficient. Individuals must also develop *strategies*, which are plans of action that are shaped by the contingencies arising from the rules governing the situation. A review of socialization literature reveals that individuals may differ in their ability, developed during socialization, to implement effective strategies for dealing with difficult life situations. Further analysis also indicates that individuals learn, at an early age, how to develop strategies, generally, by playing games which often simulate some facet of real life. Accordingly, a general theoretical proposition was developed that there would be a high correlation between the ability to implement effective strategies in games, and to implement them in social situations.

This theoretical proposition was applied to the study of juvenile offenders. A review of recent research indicates that incarcerated juveniles do not

differ much from nonincarcerated juveniles in terms of their deviant behavior, or in terms of sociometric characteristics such as I.Q. Some evidence from other studies indicates that the strategies used by juveniles in the handling of authorities, when detected, might be the factor that determines the decision to incarcerate. Thus, it was felt that what was needed was a theory to explain incarceration of juveniles, rather than a theory of deviant behavior based on characteristics of incarcerated offenders. Accordingly, the hypothesis was developed that incarcerated juveniles (who apparently implemented a poor strategy in dealing with police) would also evidence a poorer ability to develop effective strategies in simulation games.

A game simulating the relationship between a parent and a teenage child was administered to two groups of 16-18 year old males. One group was incarcerated in a delinquent treatment center, and the other group came from a metropolitan high school. The subjects were compared for types of offenses committed, and no differences were found. Also no differences in social class or in intelligence level were found. The simulation game was a mixed-motive game in which the optimum strategy was to achieve a mini-max solution based upon cooperation rather than competition. A questionnaire was administered after the gaming to determine a knowledge of the rules of the game. Correlation coefficients were run to determine the strength of any association between incarceration, and either a knowledge of the rules or the type of strategy developed.

No relationships were found between the questionnaire data and incarceration. Apparently the questionnaire tapped verbal ability, and not knowledge of the rules since all the subjects were able to follow instructions and play the game. A strong correlation was found, however, between incarceration and the type of strategy developed: incarcerated individuals moved consistently *away* from the optimum strategy of cooperation to a strategy of competition, while nonincarcerated individuals moved consistently *toward* the optimum strategy of cooperation. Partial correlation coefficients computed to control for the effects of social class, intelligence, sense of fate control and a sense of powerlessness did not affect the relationship between incarceration and the ability to develop optimum strategies. Thus, the hypothesis that incarcerated juveniles would be less able to implement effective strategies than nonincarcerated juveniles was supported. Implications are that rehabilitation of incarcerated offenders must include reshaping of social strategies from a conflict to a cooperative orientation. Game playing may be one way of demonstrating this to incarcerated juveniles.

Order No. 71-21,462, 107 pages.

ALIENATION, INMATE ROLES, AND RELEASE IDEOLOGY IN A PENITENTIARY SETTING

Anthony Larimore GUENTHER, Ph.D.
Purdue University, 1972

Major Professor: Robert Perrucci

Research on prison settings has increasingly focused upon the dynamics of "doing time." Some studies have compared institutions having different administrative "climates," and many others have analyzed the vagaries of informal organization among inmates. But few have addressed themselves to the prison's major incentive for attitudinal and behavioral modification: release via parole. This project was conducted to discover the antecedents of inmate beliefs about the parole process, and to identify properties of prison careers which relate to those beliefs.

Based upon exploratory interviews, a survey was conducted at a Federal medium-security penitentiary to test the application of alienation theory and inmate role theory to inmate conceptions of the release process. Prisoners located through sequential sampling methods (n=229) responded to operational measures of three central variables: (1) *alienation*—defined as the expectancy held by an individual that his own behavior cannot determine the outcomes he seeks, and measured through items from Seeman's powerlessness scale; (2) *inmate role structure*—defined as a set of prisoner roles differentiated in terms of loyalty attachments, adherence to the inmate code, relations with other inmates, and contacts with staff. Scale items used by Garabedian were supplemented to identify four types of inmate roles: Square John, Con Politician, Outlaw, and Right Guy; and (3) *release ideology*—a pattern of beliefs held by prisoners regarding the learning of facts objectively relevant to parole, the importance of criteria allegedly important in getting parole, and judgments about the "chances for parole" of four hypothetical candidates.

Hypotheses suggested by alienation theory and inmate role theory were tested, with the findings summarized as follows. First, high- and low-alienation inmates performed at about the same level on a test of knowledge about parole matters, but their estimates of paroles given in a recent year were more supportive of alienation theory. Alienated prisoners also gave positive endorsements to "controllable" parole criteria half as often, yet readily endorsed criteria not subject to modification. On the "chances for parole" accorded four fictitious cases, alienated respondents tended to be slightly more optimistic when in fact the theory called for responses which expressed the futility of planned rational action.

Second, inmate role types were contrasted with conceptions of release by parole, showing that Square Johns scored only slightly higher on a test of knowledge about parole-relevant facts, that they most positively (when compared with the other role types) endorsed controllable properties of early release, and that only slight differences were found between the role types regarding their optimism about parole chances of the four hypothetical candidates.

Finally, partial gammas were used to control the possible influence of inmate role types (X_2) when alienation (X_1) predicted release outlook, and to control the possible effect of alienation when inmate role structure predicted conceptions of release. Since neither was shown to have an effect upon the other, it was concluded that alienation and inmate role structure were independent predictors of release ideology, and that they were about equivalent in explanatory power. In sum, variations in expectancies for control over one's circumstances appear to have no more influence upon conceptions of release by parole than the structural effects of portraying a given inmate role.

Order No. 72-30,897, 163 pages.

ROLE PERCEPTIONS OF THE INMATES, HOUSE PARENTS, TEACHERS AND SELECTED TREATMENT PERSONNEL AS RELATED TO THE GOALS AND OBJECTIVES OF A JUVENILE TRAINING SCHOOL

Henry Finn GROOVER, JR., Ph.D.
The Florida State University, 1971

Major Professor: Herman L. Frick

Essentially the purpose of this study was to analyze the role perceptions by the teachers, house parents, selected treatment personnel, and inmates as related to the goals and objectives of the Arthur G. Dozier School for Boys in Marianna, Florida, in 1970-71. The exploratory study was designed to examine the perceptions by which each group described its role and to examine the degree to which there was an overlap factor, both discrepancy and agreement, among the role perceptions by the four groups.

Data for the study were obtained by the use of Q-methodology using eighty behavioral statements selected by a jury of experts for the development of a Q-sort to be used by each group to describe its role and the roles of the other three groups in terms of the goals and objectives of a training school. The population for the study was comprised of two hundred eighty-six inmates, thirty-seven teachers, forty house parents, and fourteen selected treatment personnel.

The hypotheses in this study were:

1. There is significant difference between the role perception of the inmates and the role perception of the house parents as to goals and objectives of the training school.
2. There is significant difference between the role perception of the inmates and the role perception of the teachers.
3. There is significant difference between the role perception of the inmates and the treatment personnel.
4. There is significant difference between the role perception of the teachers and the house parents.
5. There is significant difference between the role perception of the teachers and treatment personnel.
6. There is significant difference between the role perception of the house parents and the treatment personnel.

The six hypotheses were tested, using the Pearson product moment and the Spearman ranking correlation procedures to indicate the degree of overlap, both discrepancy and agreement, among the groups. Factor analysis was used to see to what degree the four groups saw specific roles for themselves and the degree to which their factor descriptions overlap the factor descriptions of each other group. Statistically the six hypotheses were not accepted at the .01 level.

There was identical placement of eight of the item-statements by the four groups. There were sixteen item-statements with a difference of three or more ranks in placement by the groups on a nine point scale. However, there may be significance, other than statistically, to these sixteen differences in placement such as socially, psychologically, spiritually, or in other ways which were unknown to the investigator. Further study to investigate to what extent these differences may be meaningful to Arthur G. Dozier School for Boys and other institutions in the Florida Division of Youth

Services might be appropriate.

The most significant finding of this study, as indicated by the data, was the high agreement in the expressed role perception by the four groups for the Arthur G. Dozier School for Boys.

Order No. 72-16,586, 214 pages.

MENTAL HEALTH IN A PRISON POPULATION

(Order No. 69-11,885)

Robert James Greenfield, Ph.D.
University of California, Los Angeles, 1968

Chairman: Professor Ralph H. Turner

Interviews were conducted with a random sample of 201 convicted male misdemeanants during their sentence in a maximum security jail. A licensed psychometrist and clinical psychologist administered the interview schedule and the Langner Twenty-Two Item Mental Health Screening Instrument to each prisoner. The Doppelt Short Form of the Wechsler Adult Intelligence Schedule was administered to a random one-half of the sample.

The sampling distribution of the prisoners was matched with a group of males, ages eighteen and over, from a data bank on free adults in the same community as the jail. Other controls included were the Federal census of the community, the Federal census of inmates of institutions, and recent and historical publications on the incidence of mental illness and mental deficiency among prisoners.

A survey of criminological theories indicated only two general comprehensive theories; the differential association theory and anomie theory. The historical precedents of these theories are presented and the present viability of these theories for understanding the behavior of misdemeanants is assessed. Neither of these two major theoretical positions provides a viable scheme for interpreting the phenomenon of misdemeanant crime. A third theoretical position is presented as stemming from the works of Emile Durkheim in France, and George Herbert Mead of the United States. This is the functionalist theory of crime. The functionalist theory most adequately provides for the interpretation of misdemeanant crime in American society. In addition, the functionalist theory at the societal level appears to be consistent with the theory of secondary deviation at the level of the individual.

Findings: One-half of the subjects had an alcoholic self-concept. Fifty-six percent of the sample scored four or more failures on the Langner Mental Health Screening Instrument. The distribution of intelligence scores was approximately normal. The subjects with an alcoholic self-concept did significantly poorer on the Mental Health Test. The incidence of mental illness among these prisoners, as measured by the Langner Scale, was found to be the highest of any nonpatient group tested with this instrument. The empirical description of demographic and social role characteristics effectively differentiated the prisoner group from the control group in socially undesirable ways. Education, income, occupation, and physical health of the prisoners indicates a significant lack of social power.

Indicators from the interview schedule items were operationalized and hypotheses derived from the secondary deviation theory proposed by Lemert were treated statistically. The theory of secondary deviation was supported. The number of previous penal convictions was positively associated with social withdrawal, poor mental health, and a general reduction of complexity of the individual's role structure. An item analysis of the Langner Mental Health Screening Instrument performed between the two groups of prisoners, those with and without an alcoholic self-concept, indicated that the role of alcoholic was characterized by loneliness, pessimism, anxiety, and depression. Physiological symptoms were less effective in differentiating the prisoners with an alcoholic self-concept. The findings cast doubt on the appropriateness of the medical model of alcoholism. M $4.70; X $16.65. 387 pages.

RACE AND COUNSELOR CLIMATE AS SELECTED FACTORS IN THE COUNSELOR PREFERENCE OF DELINQUENT GIRLS

Anthony Martins GAMBOA, JR., Ph.D.
The Ohio State University, 1971

Adviser: Professor Anthony C. Riccio

A contrived analogue of counseling was presented on videotape so as to examine the effect of counselor race (white-black), counselor climate (cold-warm), and student race (white-black) on the counselor preference of delinquent girls. A 2x2x2 factorial analysis of variance with fixed effects was employed. The two levels of counselor race, counselor climate, and student race resulted in eight combinations of treatment. Cell entries were scores obtained on a *Counselor Preference Scale* which surveyed student willingness to see the analogue counselor for vocational, personal-social, and educational counseling. Each measure was examined separately.

The sample in this study was drawn from the white and black high school population at an institution for delinquent girls. Members from each group were assigned numbers and a table of random numbers was used to select randomly ten white and ten black subjects for each treatment group.

In preparing the treatment conditions, two male actors of approximately the same age and body structure, one white and one black, were employed. In addition, one oriental female actress portrayed a counselee in the analogue of counseling. A standard counselor-client script was prepared and used in each treatment.

To sufficiently control and isolate the variable of counselor race, only a profile of both the white and the black analogue counselor was portrayed on videotape. Secondly, the audio portion of the videotape was made separately using the same actor for both climactic conditions and then dubbed into each level of counselor race. Thus, the cold and the warm voice conditions for both the white and the black counselors were identical. Thirdly, the body movements and the dress of each counselor were held constant. Prior to subject viewing, twenty expert judges validated each of the videotapes.

The results revealed that the main effects of counselor race, counselor climate and student race were not significant, nor were there any significant interactions, when preference was made for a counselor to render vocational counseling. The main effect of student race was significant, however, at the .05 level when preference was made for a counselor to render personal-social and educational counseling. The main effect of counselor race was significant at the .07 level when personal-social counseling was the criterion measure. Counselor climate was not significant, nor did it approach significance, for either of the three measures.

It was revealed that the white subjects in this study were significantly more amenable to seeing a counselor for personal-social and educational counseling than were the black subjects and this was irrespective of both counselor race and counselor climate. In addition, the black counselor was significantly more preferred by both the white and the black subjects when personal-social counseling was the criterion. However, white subjects gave the black counselor a higher mean preference rating than did the black subjects.

Order No. 71-27,472, 132 pages.

THE EFFECTS OF A CAREER PLANNING EXPERIENCE ON THE VOCATIONAL MATURITY, SELF CONCEPT AND VOCATIONAL CHOICE AMONG INMATES OF PENAL INSTITUTIONS

Howard S. FELDMAN, Ed.D.
Boston University School of Education, 1973

Major Professor: Robert P. Marinelli

Statement of the Problem

This study was designed to investigate the effect of a career planning experience on inmates of penal institutions in Massachusetts.

The main endeavor was to determine if providing a vocational counseling experience would be beneficial to future vocational activity. Penal institutions have stressed skill training in their efforts to rehabilitate inmates. Research indicates that this has not proven successful. This study theorized that the reason for this lack of success might be that many of the offenders needed a more basic learning experience to acquire the concepts of planning and choice before they could integrate this skill training into their own lifestyles.

The following three hypotheses were tested:

1. There will be a higher level of vocational maturity in those inmates who participate in a career planning experience as compared to those who do not.
2. There will be a higher level of self-concept among those inmates who participate in a career planning experience as compared to those who do not.
3. There will be a greater ability to express a realistic occupational choice among those inmates who participate in a career planning experience as compared to those who do not.

Description of Subjects

The research consisted of six applications of a career planning study in four separate penal institutions throughout the state. A total of ninety inmates were assigned at random to one of three groups. Group characteristics such as previous incarceration, type of crime, age and educational level were compared. The first of these groups served as the experimental group while the other two served as control groups.

Procedure

Each of the thirty subjects in the experimental group participated in a standardized career planning experience, consisting of testing and discussion. Sessions were both group and individual. This experimental group was then brought together with the two control groups and all three groups were tested to determine whether there was any significant difference in decision-making ability. The level of vocational maturity was measured by the Vocational Development Inventory; the level of self-concept was measured by the Tennessee Self Concept Scale; the choice making ability was measured by the Vocational Choice Inventory. An analysis of variance was then employed to determine the differences of the groups on the evaluative instruments. A scatter analysis including all noted variables was then performed on the data to ascertain any unnoticed correlations.

Findings

1. There was a significant difference in the level of vocational maturity in those groups participating in the career planning experience as compared to those groups who did not.
2. There was no significant difference in the level of self-concept between any of the three groups.
3. There was no significant difference in the ability to express a vocational choice between any of the three groups.

An additional finding was the acceptance of the population as a whole to participate in a study involving vocational matters and their interest as to the findings.

Conclusions

This study demonstrated that a short term learning experience can produce a beneficial effect on the vocational attitudes of inmates in penal institutions in Massachusetts. In so doing it gave empirical support to the hypothesis that vocational development can be accelerated through the introduction of beneficial learning experiences.

Contrary to expectations, the experimental group did not display a higher level of self-concept to go along with this higher level of vocational maturity. The implication here is that significant changes in the level of self-concept requires lifestyle adjustments of a deeper nature than the career planning experience utilized here to be significantly affected.

With regard to the ability to express a vocational choice there was no significant difference between any of the groups. The implication here could be that due to environmental conditions the expression of a single choice among this population is not necessarily indicative of better vocational planning.

Major recommendations for further research based on this project was for studies assessing the durability and the transferability of the increased level of vocational maturity brought about through the career planning experience.

Order No. 73-23,561, 168 pages.

CRIMINAL SELF-CONCEPTIONS IN THE PENAL COMMUNITY OF FEMALE OFFENDERS: AN EMPIRICAL STUDY

Marion Richard EARNEST, Ph.D.
The University of Iowa, 1971

Supervisor: Professor Robert G. Caldwell

This was a social psychological study of criminal self-conception. An attempt was made to explore and explain the presence or absence of criminal self-conception in female inmates at the Wisconsin Home for Women, Taycheedah, Wisconsin, a penal institution for adult female criminals.

The theoretical model of self-reference group theory guided the major hypotheses of this study. This theoretical orientation was incorporated into differential identification theory. It was hypothesized that a criminal self-conception is functionally related to the inmate's reference group, reference category, the type of criminal act, and the definition of the situation.

The data consisted of 105 female prisoners at the Wisconsin Home for Women who voluntarily responded to a questionnaire designed to measure self-conception which was then compared to the inmate's reference groups. The inmate's perception of reference "others" who thought of them as a criminal was recorded. This level of influence was represented by a tabulation of (criminal) negative referents, which was then compared to the inmate's actual report of a criminal self-conception.

The findings generally supported the hypotheses of this research:

1. Inmates who perceived themselves as criminal tended to have reference groups whom they thought perceived them as criminal.
2. Inmates who did not conceive of themselves as criminal were not likely to perceive their reference category as criminal.
3. Inmates who were convicted of serious type crimes were more likely to report themselves as criminal.
4. There was no significant relationship between serious crime and criminal reference groups.
5. Inmates who defined their criminal act as serious tended to view themselves as criminal while inmates who defined their crime as less serious tended not to perceive of themselves as criminal.
6. Inmates who had, at the time of measurement a criminal self-conception, were most likely to report having a criminal self-conception upon arrival in the prison. Also, inmates who did not perceive of themselves as criminal on arrival were more likely not to change their self-conception to criminal.

The basic study confirms the general theoretical position that criminal reference groups are significantly related to a criminal self-conception; it also indicates that certain qualifications need to be considered. For example, the findings indicate that special referents play a significant part in producing a criminal self concept. However previous crimes and incarcerations are also important in producing this effect indicating that all these variables may merge to produce a criminal self-conception. This limitation should be controlled in further studies.

Future research must consider areas that may play a more productive role in understanding the young female adolescent criminal and her self-conception, particularly at the onset of crime.

Order No. 71-22,019, 125 pages.

AN EXPERIMENTAL COMPARISON OF SINGLE THERAPIST AND MULTIPLE THERAPIST GROUP COUNSELING WITH INCARCERATED FEMALE DELINQUENTS

Joel Standish DILL, Ed.D.
Ball State University, 1970

Major Adviser: Dr. Robert E. Hayes

This study was undertaken to examine the effects of two different methods of group counseling upon incarcerated female delinquents. The major hypotheses were concerned with the effects of group counseling on self concept and changes in behavior as expressed by the subjects. Fifteen self concept variables and six behavioral variables were used to measure changes in the subjects.

Subjects were screened for the study by institutional counselors. These counselors assigned subjects to the study on the basis of four criterion: suitability for group counseling, fifteen to eighteen years of age, appropriate level of reading, and proximity to parole. Subjects were than randomly assigned to one of three experimental units: control (n = 19), single-therapist (n = 19), or multiple-therapist group (n = 19) counseling.

The subjects in the control unit received no treatment. They were involved only in the regular institutional activities. The subjects in the single-therapist unit received group counseling led by one counselor. The subjects in the multiple-therapist unit received group counseling led by co-therapists, one male and the other female. Each of the groups participated in eleven weekly sessions. Each session lasted for one and one-half to two hours.

The outcome for this study was defined in three specific hypotheses involving self concept and reported behavior. The *Tennessee Self Concept Scale* and the *Fundamental Interpersonal Relations Orientation* were utilized to measure the changes. Subjects were pretested the week prior to the start of the study and posttested the three days following termination of counseling.

Data collected from the criterion instruments were treated by analysis of variance. The F value for each variable studied was determined in order to test the significance of the changes from pretest to posttest. On each variable, comparisons were analyzed in three ways: 1) between the control unit and the single-therapist unit, 2) between the control unit and the multiple-therapist unit, and 3) between the single-therapist and the multiple-therapist unit.

Three hypotheses were utilized to make the comparisons listed above. The first hypothesis (A) stated that no significant differences in positive self regard would result from the different treatment methods. The results of the statistical analysis indicate that only one variable was significant at the .05 level of probability. The moral-ethical self variable in the comparison between the control unit and the single-therapist unit was significant at the .05 level.

The second hypothesis (B) stated that no significant differences in expressed behavior would result from the different treatment methods. The results of the analysis of variance comparisons indicated no significant differences among the experimental units on any of the three variables.

The third hypothesis (C) stated that no significant differences in wanted behavior would result from the different treatment methods. The results of the analysis of variance indicated no significant differences among the experimental units on any of the three variables.

An analysis of the results indicates that only one variable, moral ethical self, involved in Hypothesis A is significant at the .05 level of probability. For this variable the null hypothesis is rejected. For all the other variables in Hypothesis A the null hypothesis is not rejected. For Hypotheses B and C there is no evidence to warrant the rejection of the two hypotheses. Therefore, Hypotheses B and C are not rejected.

Although no significant differences were found, an analysis of the means reveals that the control group went down on all of the self concept variables, while the two experimental units gained on almost all the self concept variables. Therefore, there were discernible differences between the two treatment groups and the control group although the results were not significant at the .05 level of probability.

Order No. 71-9520, 98 pages.

CONCEPT OF SELF IN INTERPERSONAL RELATIONSHIPS AS PERCEIVED BY DELINQUENT AND NON-DELINQUENT YOUTH

Kay Lyman DEA, D.S.W.
Columbia University, 1970

During recent years social scientists have increasingly postulated a relationship between the delinquent's perception of self and his deviant behavior. Following traditional phenomenological self-theories they have stressed perceptions, cognitions, and feelings as motivating factors in delinquency. Important components of self that have been emphasized include the perception of one's characteristics and abilities, the perception of one's interpersonal behavior, the relationship between self and social environment, and the perception of personal values, goals and ideals. Theorists have emphasized the importance of interpersonal relationships in the development of a core concept of self, and they have cited the importance of understanding and treating self-concepts in the rehabilitation of delinquent offenders. Yet, there have been few studies and little empirical evidence to demonstrate that delinquent youth in fact perceive themselves differently than non-delinquent youth, especially in the area of interpersonal relationships.

The purpose of this study was to examine the concepts of self in interpersonal relationships as reported by delinquent and non-delinquent youth. Specifically, the study had three objectives: (1) to identify and describe delinquent concepts of self, (2) to contrast delinquent concepts of self with those held by non-delinquents, and (3) to explore the effects of a traditional correctional treatment program upon delinquent self-perception.

The delinquent and non-delinquent samples included in this study were both obtained from the geographic area incorporating Salt Lake County, Utah. The delinquent sample was drawn from the Utah State Industrial School, a co-educational institution for the treatment of delinquent offenders. The non-delinquent sample was drawn from a summer remedial program at a Salt Lake County high school judged to be in a geographic area comprised of families with personal characteristics similar to those of students at the State Industrial School. The high school remedial program was utilized for obtaining the non-delinquent sample in an attempt to control for the academic retardation and history of devaluating experiences that commonly characterize delinquent youth in institutions.

Both samples were limited to male students between the ages of fifteen and eighteen years. In addition, subjects had to reside in Salt Lake County. There were sixty subjects in the delinquent sample and thirty subjects in the non-delinquent "control" group. In both groups all subjects who met the population definitions were included in the samples.

Data were collected through small group testing of subjects and through the application of a schedule to the records at the Utah State Industrial School. Five graduate students from the University of Utah Graduate School of Social Work were employed in this activity. The social work students were trained by the investigator to administer the research instruments under standardized procedures. Subjects were randomly assigned to the small groups for testing, with groups randomly assigned to each of the research assistants.

Three instruments were used in the collection of data: (1) an interpersonal Q-Sort developed by the investigator, (2) a Social Vocabulary Index, developed by the staff of the Vocational Rehabilitation Research Center at the University of Utah, and (3) a record schedule applied to the institutional records of delinquent subjects.

The Q-Sort and Vocabulary Index both provided measures of self-perception in interpersonal relationships. In the case of the Q-Sort four sets of scores were obtained describing self as phenomenally perceived, self as subjects believed peers and society to perceive them, and self as subjects would like to be in ideal role behavior. In addition, the Vocabulary Index provided a social desirability score and a vocabulary comprehension test that were used for validating purposes.

Data support the conclusion that delinquent subjects have positive concepts of self. As estimated on a positive-negative behavioral continuum defined by six faculty judges they felt positive about themselves; they felt that peers and society perceived themselves positively; and they expressed a desire to be positive in interpersonal role behavior.

Similar patterns in self perception were noted in the non-delinquent groups, although significant differences were noted in the magnitude of positive scores between the two groups. It was concluded that delinquents perceive themselves less positively than their non-delinquent counterparts, and that they believe to be perceived less positively by society. Data also support the conclusion that delinquent and non-delinquent subjects shared common values of self in ideal role behavior.

Trends were noted that support the hypothesis that incarceration depresses positive concepts of self. It was speculated from the data that correctional institutions tend to strip individuals of their self identity.

Order No. 71-6160, 118 pages.

AN ANALYSIS OF THE ENVIRONMENT AS PERCEIVED BY STUDENTS, FACULTY, AND ADMINISTRATORS AT PURDUE UNIVERSITY CALUMET CAMPUS. [Previously copyrighted material not microfilmed at request of author. Available for consultation at Indiana University Library]

Larry Mitchell CRAWFORD, Ed.D.
Indiana University, 1972

Chairman: Dr. Darine F. Brown

Problem: An examination of research studies lead to the conclusion that academic achievement may be a result of

certain motivational factors and environmental demands in addition to intellective capacity. An effort directed toward discovering some of the characteristics of the intellectual-social-cultural environment of the student is needed in order to understand the university and its students. It is only with a mutual awareness and understanding of the real environment as perceived by various constituents of the campus community that colleges and universities can be evaluated and improved. The purpose of this study was to analyze as well as to seek out the nature and extent of differences in the environmental perceptions of students, faculty, and administrators of Purdue University Calumet Campus.

Procedures: A random sample of 275 full-time students and all 169 faculty members and all 17 administrators were invited to respond to the College and University Environment Scales. CUES is an instrument designed to assess an individual's perception of what is generally characteristic of his campus environment. Seventy-eight percent of the students, 85 percent of the faculty, and 94 percent of the administrators responded to the instrument. The one-way analysis of variance was used to determine if significant differences occurred between groups on each scale of CUES. Institutional scores calculated for each group on the seven scales were converted to percentile equivalents based on a reference group of 100 colleges and universities.

Findings and Conclusions: Significant differences were found in the perceptions of the campus environment by subgroups on the Practicality, Scholarship, Propriety, and Quality of Teaching and Faculty-student Relationships Scales of CUES. Similar perceptions were reported on the Awareness, Community, and Campus Morale Scales. An analysis of the environment revealed that each sub-group perceived the campus climate as (a) lacking personal, poetic, and political meaning, (b) being private and unfriendly with feelings of cool detachment, and (c) being mannerly, considerate, proper, and conventional. Administrators perceived an average scholarly climate, whereas students and faculty described an environment as lacking scholastic discipline. In summary, Purdue University Calumet Campus possesses a unique profile reflecting an environment that does not parallel existing categories of colleges and universities.

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1. Since large degrees of freedom were used, caution should be exercised in interpreting these differences found in the perception of the environmental press.

Order No. 73-6969, 164 pages.

AN EVALUATION OF A SHORT-TERM ATTITUDE MODIFICATION PROGRAM IN A JUVENILE DETENTION HOME SETTING

Charles Melvin COHEN, Ph.D.
University of Pittsburgh, 1970

The purpose of this study was to measure the effectiveness of a one-week, short-term school program in positively affecting the attitudes of institutionalized boys toward a juvenile detention home. A body of literature was reviewed which supported the view that delinquents have poorer attitudes toward agents of authority than do non-delinquents. This problem is particularly acute with institutionalized delinquents due to the dehumanizing aspects of institutional life. It was hypothesized that a school program specifically designed to alleviate the detrimental effects of detention should be more effective in positively affecting the attitudes of Ss toward the Detention Home than either a traditional school program or the absence of a school program.

The setting of the study was the Allegheny County Juvenile Detention Home, Pittsburgh, Pennsylvania. The main Ss were 116 male detainees. Forty-eight Ss were exposed to Control Treatment A, the "old" or traditional program, which was not specifically designed to alleviate the detrimental effects of detention. Thirty-one Ss were exposed to Control Treatment B, "no" school program, during the summer when the school staff was on vacation. Thirty-seven Ss were exposed to Experimental Treatment C, the "new" school program which was specifically designed to alleviate the detrimental effects of detention. In the "new" program, to counteract the effects of delinquency identification, the children were given the freedom to choose what areas in the school program they went to and with whom they went. To counteract the feelings of rejection, the school staff, especially the counselor, attempted to approach the children with an attitude of genuine caring. The non-punitive atmosphere of the program together with the predominance of positive reinforcement of behavior, was designed to alleviate the Ss' feelings of being punished. A new system of communications was established in order to give the child an opportunity to prove his worth during his stay in the Detention Home.

A Detention Home Attitude Scale (DHAS) was developed as the criterion measure of attitude modification. It was a 16-item Likert scale which obtained a split-half reliability estimate of .809. A nonequivalent control group design was employed. A pretest was administered to the Ss in each group on their first day in the Detention Home, and a posttest was administered to these same Ss on their eighth day in the Detention Home.

It was concluded that the "new" school program positively affected the attitudes of the Ss toward the Detention Home. The "new" program was also found to be superior to both the "old" and "no" school programs. It was also concluded that "no" school program negatively affected the attitudes of Ss toward the Detention Home, while the "old" school program had little effect on the Ss' attitudes. These findings supported a balance theory approach to attitude modification. They also demonstrated the relative effectiveness of a well-planned and implemented short-term attitude modification program in a detention home setting.

A trend in the data, significant at the .10 level, suggested that the black Ss responded better to the "new" program than did the white Ss. One possible explanation of this data was that the "new" program was in such contrast to the black Ss' previous experiences that uniform mass dissonance was achieved, thus causing positive attitude modification. Another possible explanation was discussed in terms of the racial atmosphere in which the program was set and its effect upon the readiness of the black Ss to accept the program.

Order No. 71-16,194, 101 pages.

THE EFFECTIVENESS OF LARGE GROUP COUNSELING TECHNIQUES AS AN ADJUNCT TO THE EDUCATIONAL, VOCATIONAL AND PERSONAL-SOCIAL REHABILITATION OF ADULT MALE CRIMINAL OFFENDERS

Charles Robert CHERRY, JR., Ph.D.
The Catholic University of America, 1971

This study was designed to show the effectiveness of large group counseling techniques as an adjunct to the educational, vocational and personal-social rehabilitation of adult male criminal offenders. Subjects for this study were 271 committed inmates of Patuxent Institution, Jessup, Maryland. Large group counseling techniques were defined as weekly, fifty minute group counseling sessions by two or more professional staff members of an entire tier composed of approximately thirty inmates. The study was composed of three groups—an experimental group which received large group counseling; a treated control group which received tier rounds; and a non-treated control group. Subjects were randomly assigned to the three groups. The study covered a period of one year with a thirty month follow-up of the experimental and the treated control groups.

The results showed that the eight hypotheses of the one-year study were not supported in that there were no significant differences found among the experimental, treated control and non-treated control groups on the criterion measures of educational, vocational and personal-social functioning. The three hypotheses of the thirty month follow-up were not supported in that no significant differences were found between the experimental and the treated control groups on the criterion measures of rehabilitation. When the experimental group was combined with the treated control group to form a Unit-treated group, the Unit-treated group showed significantly more (.10 level) inmates paroled and parole success than the non-treated control group.

The results were discussed as not supporting the effectiveness of large group counseling. However, the Unit-treatment effect was viewed as having important implications for the acceleration and improvement of rehabilitation programs for criminal offenders.

Order No. 71-23,403, 155 pages.

THE OCCUPATIONAL VALUES OF DELINQUENT BOYS

(Order No. 67-15,439)

Francis Leslie Carney, Jr., Ph.D.
The Catholic University of America, 1967

According to Ginzberg one factor in the development of occupational choice is values. Values are formed in mid-adolescence and tend to remain stable into adulthood. The role values play in occupational choice has not been extensively investigated, but there is some suggestion that as groups deviate from the norm their value orientations differ too. It would be important for a counselor to know what the value orientation of a given group is.

It was hypothesized that the occupational values of juvenile delinquents would differ from the norm, that the difference would be in terms of giving the greater valuation of those factors which promised material rewards, that the greater the experience of delinquency the further from the norm these values would be. The hypothesis was tested by asking several groups to rank in order of importance nine occupational values. These groups were a normal Control and delinquents who were either Probationers, Parolees, or Institutionalized. The groups were matched with respect to race, age, I.Q., and occupational level of the parents.

The results did not support the hypothesis. The ranking of occupational values by the delinquents was in close agreement with that of the Control, leading to the conclusion that delinquents and non-delinquents are alike with respect to expressed occupational values. It was noted, however, that delinquents did tend to place heavier emphasis on those factors which promised to meet psychological needs rather than on factors which promised material rewards.

It was concluded that in the vocational and educational counseling of delinquents it could be assumed that they shared the same aspirations as their normal peers, and that their primary difficulty was not in defining the goal but in attaining it.

Microfilm $3.00; Xerography $3.00. 53 pages.

A STUDY OF THE OCCUPATIONAL ASPIRATIONS OF JUVENILE DELINQUENTS

Harold C. BROWN, Ph.D.
Claremont Graduate School, 1973

Purpose of the Study

The purpose of this study was to identify the characteristics of the occupational aspirations as expressed by delinquent and non-delinquent students, and to determine the degree to which these aspirations were different or similar.

Sample

The delinquent sample for this study was selected from the wards of the state of California at Fred C. Nelles School for Boys. The total sample consisted of fifty-two students: nineteen were white, eight were brown, and twenty-five were black. Their ages ranged from seventeen years two months to eighteen years three months. This age range was comparable to graduating seniors in public high schools.

The non-delinquent sample for this study was selected from Claremont High School and Dorsey High School. The total sample consisted of fifty-five seniors: thirty-five were white, two were brown, and eighteen were black. These seniors were all eligible for June graduation, and would either enter the job market or continue their education by going to college.

Method of Research

Three instruments were used to gather the data for this study: the Lorge-Thorndike Intelligence Tests-Verbal Battery, an interview schedule, and a fifty-occupations questionnaire. The Lorge-Thorndike Intelligence Tests furnished the I.Q. scores; the interview schedule permitted the students an opportunity to articulate their occupational and educational aspirations; the fifty-occupations questionnaire permitted the comparison of mean responses of the delinquent and non-delinquent students in order to determine whether significant differences existed. The occupation of the father was obtained from the students' school records.

The delinquent and non-delinquent students' responses to the questions from the personal interview were compared in relation to their I.Q. scores, father's occupation, ethnicity, and their educational aspirations. A frequency distribution was utilized to present the findings.

The responses to the fifty-occupations questionnaire were analyzed by chi square and double classification analysis of variance technique. Findings were considered significant at or beyond the .05 level of confidence.

Review of Literature

The problem under investigation required a review of the literature from two areas: delinquency, and student aspirations. The literature on delinquency was so voluminous that the present review had to be limited to theories concerning deviant behavior. Three theories were reviewed for this study: strain theory, control theory, and cultural deviance theory. Reinforcement theory was reviewed in connection with strain theory. The literature concerning student aspirations was reviewed rather than the literature concerning levels of aspirations.

The strain theorists postulate that when "legitimate desires" and aspirations are unfulfilled by subscribing to normative behavior, some individuals are motivated to engage in deviant behavior.

Control theory is centered around the notion that a weakened bond will permit deviant behavior.

The cultural deviance theorists believe that deviance can be infra-culture rather than contra-culture.

Studies concerned with students' aspirations indicated that socioeconomic status, parental pressure, and I.Q. were important variables in predicting students' aspirations.

Conclusions

Delinquent and non-delinquent students' occupational aspirations differed significantly. Non-delinquent students aspired for high index occupations and delinquent students aspired for low index occupations.

The educational aspirations of non-delinquent students were greater than delinquent students' educational aspirations.

Both groups planned appropriate educational careers for their occupational aspirations. This suggested a realistic educational attitude for both groups.

Delinquent students had a significantly lower mean I.Q. score than non-delinquent students.

When I.Q. scores were held constant, occupational aspirations and educational aspirations were still significantly related.

Parental occupational level had a slight negative relationship to the occupational choices of delinquent students.

Parental occupational level had a slight positive relationship to the occupational choices of non-delinquent students.

Both groups tended to have higher occupational aspirations than the present occupation of their fathers.

Both groups aspired for a very narrow range of occupations.

Suggestions

The investigator suggests that comprehensive changes in the educational process and rehabilitation process are required to make the schools effective institutional agencies in the prevention and correction of delinquency. Changes must occur at the pre-school level and range to the level of late adolescent; from high risk category of students to identified delinquents;

from the basic teaching-learning structure to utilizing the aspirations of students in curriculum construction.

There is also a need for longitudinal studies to systematically record the actual results of our present preparation programs. These findings would provide a much needed knowledge base to evaluate the relevance of existing curricula, and also provide additional information for personnel responsible for the construction of curricula. Order No. 73-14,248, 154 pages.

A COMPUTER ASSISTED SIMULATION TO PLAN THE PROGRAM OF AN AREA VOCATIONAL SCHOOL

John Eugene BRUNTLETT, Ed.D.
Utah State University, 1973

Major Professor: Dr. Carl R. Wallis

A model of the process involved in planning the program of an area vocational school was identified through a review of pertinent literature. This model was then implemented by a PL/1 computer program.

The background material section of a simulation written by Darrell L. Ward and Jimmy G. Koeninger[1] was then slightly modified to facilitate use of the computerized planning model. The complete simulation package is included as an appendix containing background material, simulation setting, instruction for its use, and sample output.

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1. Darrell L. Ward and Jimmy G. Koeninger, An Intermediate Simulation: Coordinated Local-State Vocational Educational Planning, a Compendium of Background Information, Book II (Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1971).
Order No. 73-13,269, 184 pages.

SOME PSYCHOLOGICAL DIFFERENCES BETWEEN NEGLECTED AND DELINQUENT ADOLESCENT GIRLS

(Order No. 68-14,195)

Eleanor Jessen Brown, Ph.D.
The University of Oklahoma, 1968

Major Professor: J. R. Morris, Jr.

This study investigated some psychological differences between the neglected and the delinquent adolescent girl, with Leary's schematic "levels of self" as the focus of attention. Expectations were based primarily on Ausubel's theoretical formulations of satellizers (controls) and non-satellizers (neglected and delinquent), although it was recognized that groups here did not represent "pure" types. Levels I and III were computed from the Minnesota Multiphasic Personality Inventory and Level II from the Interpersonal Check List. Level I is the level of public communication, the interpersonal messages which "pull" reciprocal behavior; Level II is conscious communication, as the person describes himself interpersonally; Level III is the level of fantasied self, the kind of role taken in fantasy.

A major finding was that neglected girls were singularly positive toward others at Level II and negative at Level III, supporting Ausubel's conceptualization of the rejected (neglected) non-satellizer. Although delinquent girls were not so clearly a "type," a number among them were committed to a negative identity, negative at both Levels II and III.

A slim but distinct difference was found in that the neglected girl's fantasied self tended to stay within bounds of basic social demands whereas the delinquent girl's fantasied role tended to be directly vengeful. A crucial similarity was seen in their being less able to depend on others than their "normal" counterparts. The aggression and narcissism which characterized the two experimental groups at Level III thus were viewed as defenses against satellization.

One exploratory focus was on differences between those who scored high on the F scale of the MMPI and those who scored within usual limits. High F subjects appeared to be over-reactive people and to be weaker in social adaptation than Low F subjects. High F subjects also tended to score alike at Levels I and III and different at Level II ("isolating") oftener than Low F subjects. In the basic groups, delinquents isolated oftener than others. The isolating structure was discussed in terms of the psychological process and the resulting social alienation.

Further research was indicated, with emphasis on longitudinal work to further delineate various kinds of non-satellizers.
M $3.00; X $4.80. 94 pages.

FACTORS THAT AFFECT THE ATTITUDES OF GIRLS TOWARD STAFF IN A CORRECTIONAL INSTITUTION

(Order No. 67-394)

Harvey Joseph Bertcher, D.S.W.
University of Southern California, 1966

Chairman: Professor Northen

Correctional institutions attempt to effect positive changes in problematic attitudes and behaviors of inmates. In this study, it was assumed that such changes were more likely to occur if the inmate had positive attitudes toward staff. Factors that were thought to be associated with the development of attitudes toward staff were investigated: interactions with staff, attitudes toward peers, discharge, and self, and length of stay.

The setting for the study was a county institution which provided residential treatment services for 100 delinquent adolescent girls. Tape recorded interviews were conducted with 48 girls from five of the ten cottages: the intake and discharge cottages and three regular cottages. Three judges independently rated the attitudes of each girl toward staff, peers, discharge, and self, to determine whether the girl's attitudes toward each were positive or negative.

Findings. Interactions with cottage staff and treatment staff were described by the girls in such a way that four qualities of staff behavior emerged: likability, helpfulness, use of authority, and openness to communication. Cottage staff was seen positively primarily in terms of likability and openness to communication; treatment staff in terms of helpfulness in problem solving. Girls thought that neither staff group used authority effectively, especially noting the inconsistency of cottage staff personnel. Cottage staff and social workers were perceived to be more influential than psychiatrists, administrators, and educators. Hypothesis I predicted an association between the attitudes of girls toward staff and the degree to which girls felt that they had an appropriate share in making decisions; this was not supported by the data.

IDENTIFICATION OF DIFFERENTIATING CHARACTERISTICS AMONG DELINQUENT GIRLS IN A CORRECTIONAL INSTITUTION

(Order No. 68-4706)

Anne Marie Woerner Bergmann, Ed.D.
Indiana University, 1967

Chairman: Richard L. Bear

Problem. If correctional institutions are to function according to the criteria established for them, that is, to "correct" the deviant behavior of juvenile delinquents, then individualized treatment programs seem necessary. This study was an attempt to identify differentiating characteristics that may be used in placing delinquent girls into individualized treatment programs. The specific categories investigated were runaway

versus non-runaway and disorderly conduct versus non-disorderly conduct.

Procedures. The total population of the Indiana Girls' School was given three instruments, the Peabody Picture Vocabulary Test, Form E of the 16PF, and the paper and pencil form of the Butler-Haigh Q-Sort, by the writer and volunteers from the 1966-67 NDEA Guidance and Counseling Institute at Indiana University. Three months after the testing was completed the girls were categorized into their respective groups by inspection of their records at the institution. The girls' scores on the three instruments were then analyzed by computer on a stepwise discriminant analysis program, first by the categories runaway versus non-runaway and then by the categories disorderly versus non-disorderly.

Findings. 1. A combination of four factors, introversion, emotional instability, compulsiveness, spontaneity, (Factors C, N, Q_3, and introversion from the Form E of the 16PF) were found to be discriminating between runaways and non-runaways 2. A combination of four factors, compulsiveness, individualism practicality, sensitiveness, (Factors I, J, M, Q_3 of the 16PF) were found to be discriminating between girls who were disorderly and girls who were not disorderly within the institution

Conclusions. Based upon the results of this study, the following conclusions may be made: 1. A combination of four factors were able to discriminate between runaways and non-runaways. A posterior probability table showed that the combined factors correctly placed 58% of the subjects in the proper category and this was significantly different from chance at the .05 level of probability. Although 58% is not much different from chance, when special treatment may be limited in an institution such as the Indiana Girls' School, even a slight improvement over chance would be helpful. The runaway girl tends to be more introverted, less emotionally stable, more compulsive, and more spontaneous than a non-runaway girl. Whenever a girl might fit this pattern she could then be placed in a program designed to meet her needs. 2. A combination of four factors were able to discriminate between girls who were disorderly and girls who were not disorderly. A posterior probability table showed that the combination of factors correctly placed 65% of the subjects in the proper category, and this placement was significantly different from chance at the .02 level of probability. The girl who is disorderly tends to be more compulsive, individualistic, practical, and sensitive than the girl who is not disorderly. Therefore a girl who might fit this pattern could be placed in a special program designed to meet her needs.

Microfilm $3.00; Xerography $3.60. 64 pages.

ASSESSING DELINQUENT JUVENILES FROM THEIR RESPONSES TO VERBAL CONDITIONING

(Order No. 67-2204)

James LeRoy Zylstra, Ph.D.
University of Washington, 1966

Chairman: Professor Irwin G. Sarason

A verbal conditioning methodology was applied to delinquent boys in a detention home in an effort to surmount a major problem in working with juvenile delinquents, namely, a dependence on subjective evaluations. Some behavioral characteristic was sought which would (1) relate to four MMPI-based diagnostic categories and two judicial decisions, and (2) be responsive to experimental manipulation.

Following the taking of a sample of free verbalizations, each subject went through a four-part Taffel-type conditioning procedure designed to give a number of estimates of responsiveness to verbal conditioning. The initial sample of verbalizations was then compared to a post-experimental sample.

Generally, the results indicated that differences in delinquents' verbal output and responsiveness to verbal conditioning could be used both to sort delinquents and to augment treatment planning for them.

Microfilm $3.00; Xerography $5.20. 104 pages.

A STUDY TO DETERMINE THE EFFECTS OF INSTITUTIONALIZATION ON JUVENILE DELINQUENTS' SCHOOL MOTIVATION AND LEARNER SELF CONCEPT

Vestal Eugene YARBROUGH, Ed.D.
The University of Tennessee, 1972

Major Professor: John R. Ray

The purpose of this study was to assess changes in school motivation and learner self concept for a group of lower class delinquents in residence at Stonewall Jackson Training School Concord, North Carolina. Three instruments were used to accomplish this purpose. They include the Junior Index of Motivation, the Self Concept as a Learner Scale, and the High School Personality Questionnaire. The latter instrument was used to gain additional information on changes in such areas as self-sufficiency, group dependency, and self concept integration.

A research design was used which embodied longitudinal and cross-sectional samples. Such a design was necessary because of the fluid nature of delinquent populations found in correctional institutions. The cross-sectional sample contained three lengths of incarceration categories. The longitudinal samples utilized a matched-pairs format. In addition, a post-test for the first length of incarceration category added supportive evidence for findings made during the cross-sectional phase of the study.

The findings of the study indicate that:

1. White students did not change significantly in school motivation over the period of the study.
2. Black students evidenced significant increases in school motivation during the middle phase of institutionalization. Task orientation toward school significantly decreased, however.
3. Time spent in the institution did not increase self-sufficiency scores for these students.
4. Black students evidenced increased assertiveness, competitiveness, and admiration demanding attitudes.
5. Greater self concept integration was found for all students in the middle phase of institutionalization.
6. There is little association between days spent in the institution and school motivation scores.
7. High motivated students demonstrated an inverse association between high motivation scores and group dependency.

Order No. 73-12,451, 124 pages.

AN EVALUATION OF SELF-CONCEPT AND SOCIAL ATTITUDE OF ADJUDICATED DELINQUENT MALES IN SPECIALIZED SHORT TERM TREATMENT PROGRAMS

Joseph William ZABRISKIE, Ed.D.
Boston University School of Education, 1973

Major Professor: Emmanuel B. Green

This study examined the relationship of male delinquent adolescent's self-concept and social attitude before and after involvement in three specific short-term treatment programs, i.e.; Homeward Bound, a physically challenging camp project; Overlook Cottage, a therapeutic milieu management model; and Direct Parole, a community-based supportive program. Previous studies indicated that delinquent adolescents have lower self-concept and a more negative social attitude than the nondelinquent population at large. Other studies indicated that if the delinquents' self-concept and social attitude were enhanced there would be less likelihood of their continuing to act out in an aggressive, delinquent manner. The purpose of developing new types of treatment modalities for adolescents was an attempt to accomplish this purpose. Specifically, this study sought to answer the research question--will self-concept and social attitude be changed through participation in a variety of specialized short-term treatment programs.

The research sample consisted of ninety-six adjudicated delinquent males between the ages of fifteen to seventeen years who had not previously been institutionalized. Four groups of twenty-four subjects each were established by the investigator.

The first group, Homeward Bound, was selected from adolescents committed to the Department of Youth Services. The second group, consisted of subjects who were placed in the Homeward Bound Program by the courts and were not committed to the Department. All subjects in the second group had been adjudicated delinquent and were referred to the Department by various courts through Massachusetts. The third group placed in Overlook Cottage was selected from adolescents committed to the Department. The fourth group, Direct Parole, was selected from adolescents committed to the Department.

The measuring instruments in the study included the Osgood Semantic Differential Questionnaire which measures self-concept and the Jesness Inventory which measures social attitude. The Semantic Differential consisted of ten items and was used to test the subject's attitude and perception regarding "self"; as he saw himself; as he thought others perceived him, and what he wished himself to be. The Jesness Inventory consisted of one-hundred and fifty-five true and false items and was scored along eleven scales which were indicative of how the subject regarded social customs and rules. Initially, all the subjects were administered both the Osgood Semantic Differential Questionnaire and the Jesness Inventory, and after completing one of the three programs, i.e., Homeward Bound, Overlook Cottage and Direct Parole, the subjects were post-tested. Data on the social history was collected from the subjects' case records. The t-test and analysis of variance were employed in the statistical computations. Findings were accepted as statistically significant at the .05 level.

The results indicated no significant changes between pre- and post-testing for any of the groups on either self-concept or social attitude. These results are consistent with the findings in the literature that any successful therapeutic intervention within an institutional framework is difficult to accomplish. It raises serious questions and doubts regarding rehabilitative methods currently in vogue in the treatment of delinquent adolescents. This study implies that physically challenging programs and other programs of psychotherapeutic intervention are no more effective in changing a delinquent adolescent's self-concept and social attitude than his remaining in the community and participating in services offered there. This research indicates that to identify and classify certain adolescents as being delinquent and to attempt to change their self-concept and social attitude through programming is a questionable as well as a difficult task.

The implications of this study point to the need to investigate other methods of providing rehabilitative services structured to suit the particular needs of delinquent adolescents.

Order No. 73-23,637, 162 pages.

DELINQUENT AND NON-DELINQUENT BOYS' PERCEPTIONS OF SCHOOL EXPERIENCES

Roy Lee WORSHAM, Ed.D.
University of Southern California, 1971

Chairman: Professor Stoops

Problem. The investigation was undertaken to compare delinquent boys' and nondelinquent boys' perceptions of their school experiences in the area of (1) general feelings about school, school personnel, and school subjects, (2) perception of self in school, and (3) perception of treatment in school.

Procedure. A questionnaire was developed by public school personnel and the staff of the California Youth Authority's Youth Training School in Chino, California.

The questionnaire was administered to 238 delinquent boys in the institution named above, and 514 nondelinquent senior boys in four selected public high schools in Southern California.

Selected Findings. 1. The percentage of delinquent boys who repeated one or more grades in school was nearly four times as great as the percentage of nondelinquent boys who repeated one or more grades. 2. The mean scores on fifty-four of the seventy-seven items of the questionnaire indicated a somewhat less desirable perception of school for the delinquent group. The differences were not significant, however, at the .05 level. 3. An analysis of variance in scores of each group on all seventy-seven items of the questionnaire revealed a greater variance among the scores of the delinquent boys on fifty-two items. Five were significant (.05 level) and twenty were very significant (.01 level). 4. Twenty-nine per cent of the delinquent boys and 18 per cent of the nondelinquent boys felt that no person had ever made a special effort to help them in school.

Selected Conclusions. 1. Review of the literature revealed that the majority of writers placed the school in a central and crucial role in the development of social deviancy among youth. The school's primary contribution to the problem was seen as presenting frustrating experiences to already-troubled youth and accentuating their delinquent trends through failure, labeling, and nonacceptance. 2. An analysis of variance among scores of each group revealed a greater variance with the delinquent boys, caused by more extreme scores among this group. These scores indicated more extreme likes and dislikes and more extreme feelings and reactions to school than the nondelinquent boys. 3. Delinquent and nondelinquent boys revealed quite similar choices of most-liked and least-liked school subjects and personnel, subjects receiving highest and lowest grades in, subjects most often sent to the office from, and subjects receiving least help and most praise and ridicule in. 4. Delinquent and nondelinquent boys differed most markedly on percentage planning to attend college and percentage suspended or truant.

Selected Recommendations. The findings and conclusions support the recommendations that: 1. Questionnaires be developed and administered to public secondary school students to obtain their perceptions of school and their suggestions for improvement. 2. Teacher training and in-service programs include courses and experiences on problems of disadvantaged, alienated, socially deviant youth, as well as the human relations aspects of teaching and working with these youth. 3. Schools and school districts prepare plans for early detection of predelinquent youth and potential dropouts, and coordinate programs, in cooperation with other agencies, for the prevention and correction of social deviancy among youth. 4. Teachers be more concerned with student feelings surrounding failure and nonacceptance and provide environments for learning that foster success and feelings of assurance. 5. A continuous progress curriculum be developed, which provides diagnostic, prescriptive, remedial, and developmental features with a high rate of success for each student. 6. Attempts be made by all school personnel to open channels of communication, and employ methods and approaches of acceptance and involvement of all student-types into the school program.

Order No. 71-16,445, 187 pages

THE RELATIONSHIP BETWEEN HYPNOTIC SUGGESTIBILITY AND PERSONALITY IN DELINQUENT AND NON-DELINQUENT ADOLESCENT FEMALES

Barry SUKONECK, Ed.D.
Ball State University, 1973

Major Adviser: Donald E. Hendrickson

The purpose of the study was to investigate the relationship between hypnotic suggestibility and personality among a group of delinquent and non-delinquent adolescent females. Also, an effort was made to determine if there is an adequate predictor of delinquency and non-delinquency which can be derived from the MMPI Validity, Clinical, and New Scales; or from the BSS Objective and Subjective Scales. Five hypotheses were presupposed and tested.

There exists a pronounced lack of research relevant to the delinquent female and, more specifically, her personality with regard to hypnotic suggestibility. There is virtually no research which deems hypnotic suggestibility a factor which may be considered as playing an influencing part in adolescent female delinquency and personality. This lack of relevant research clearly supports the need for the present study and most poignantly makes this study potentially significant and worthy of being accomplished.

A total of 60 subjects participated in the study. Thirty non-delinquent subjects were selectively drawn from a public high school of approximately 1800. Thirty delinquent subjects were selected from a total population of 59 from three group homes in three different cities in the Midwest. The total sample ranged between thirteen and eighteen years of age. Both the delinquent and non-delinquent groups were drawn from populations located in the same state of the Midwest.

Two instruments were utilized to measure the constructs of hypnotic suggestibility and personality. The Barber Suggestibility Scale (BSS) Objective and Subjective Scales, and the Minnesota Multiphasic Personality Inventory (MMPI) Validity, Clinical, and New Scales were administered to both the delinquent and non-delinquent groups. Both the delinquent and non-delinquent groups were tested during the spring of 1973, and both the BSS and the MMPI were administered on the same day. There was no interval between testing, and the testing procedures were identical for all subjects tested.

The data collected were first subjected to t tests for independent groups in order to determine if there were significant differences between mean scale scores on both instruments for both groups. Simple correlation coefficients were computed in order to determine the correlation between selected MMPI scales and the Objective and Subjective scales of the BSS. These correlations comprised the initial stage of an Analysis of Regression procedure which sought to determine if there existed a prediction equation, comprised of scales of the MMPI Validity, Clinical, and New Scales; which could predict delinquency or non-delinquency as adequately as the entire MMPI Validity, Clinical, and New Scales. A further analysis of regression was utilized to determine if the derived prediction equation would be enhanced if the BSS Objective and/or Subjective scale was added to the equation. Two of the five null hypotheses were rejected, hypotheses 1 and 4. Hypothesis 1 supported the notion that the two groups do in fact, differ with regard to certain scales of the MMPI. These MMPI mean scale scores for the two groups, F (Validity), Pd (Psychopathic deviate), Pa (paranoia), Sc (Schizophrenia), Ma (Hypomania), Lb (Low back pain), Do (Dominance), and Re (Responsibility) were all seen to differ significantly. This certainly supports further investigation for specific selected scales as delinquency and non-delinquency prediction.

There was evidence that the groups did not differ significantly with regard to hypnotic suggestibility, and that personality does not significantly correlate with hypnotic suggestibility as measured by the MMPI and the BSS. It was further seen that hypnotic suggestibility does not enhance the power of a delinquency or non-delinquency prediction equation derived from MMPI Validity, Clinical, and New Scales.

While it was found that there is no support for a relationship between personality and hypnotic suggestibility, it was shown that a prediction equation comprised of selected MMPI scales could be derived. The Analysis of Regression procedure showed that the derived equation could predict delinquency or non-delinquency with as much predictive power as the entire MMPI. Recommendations for further research were made. Order No. 74-1732, 142 pages.

INTERACTION PROCESS AND SOCIAL STRUCTURE OF SOCIAL WORK TREATMENT GROUPS IN A MAXIMUM SECURITY PRISON

(Order No. 69-12,421)

Jack Charles Sternbach, Ph.D.
The University of Wisconsin, 1969

Supervisors: Martin B. Loeb and Edgar F. Borgatta

The research involved field study of all social work treatment groups operating in the social service department of a maximum security prison. Fourteen of the 19 groups in operation constituted the sample. Each of the groups was observed and the interaction scored by the researcher using the Borgatta Behavior Scores system. At the end of the session the researcher administered the Borgatta peer assessment inventory to all present. Following this, the client group members filled out a background information form.

The purpose of the research included: (1) Information gathering about processes and properties in natural-state treatment groups. (2) A particular focus on social structure and communication processes in such groups. (3) An inquiry into the observed behaviors and position in the group structure of the assigned treatment agent (social workers in this case). (4) Consideration of the effects of time on group properties and processes. (5) A general inquiry into the value of utilizing small group research strategy and instruments in the study of treatment groups.

A number of problems in the actual research procedures are noted in the main body of the report. In addition to response error and respondent reluctance, their include the effect of external variables on the response to the near-sociometric peer assessment form and insufficient data on which to base inquiry into the effect of longevity on group processes and properties. Among the most pertinent findings are: (1) The high potential influence power of the treatment agents, based in large part on external factors. (2) The powerful effect of size of group on all other variables. (3) Absence of any demonstrated relationship between individual attributes and either group behavior or position in group social structure. (4) Presence of clearly established phasing tendencies, on the part of both social worker and group members, from the beginning to the end of the single group session. (5) Evidence of well-defined social stratification in the groups. (6) Suggestion of group composition as a possible influential intervening variable.

It is concluded that social psychological inquiry, utilizing small group research methodology, yields information of value for those concerned with the clinical utilization of the small group. By the same token, data about the treatment group permit testing of propositions derived from study of other kinds of small groups, especially the traditional laboratory group of college students.

Both communication processes and social structural properties of the groups in this study indicated points of similarity and difference with other groups previously studied. These findings are easily related to speculations, theories, and propositions drawn from both the small group and group treatment literatures.

M $3.00; X $10.35. 230 pages.

THE LOSER SYNDROME IN JUVENILE DELINQUENTS

(Order No. 68-17,600)

Philip Genesky Spiva, Ph.D.
The University of Oklahoma, 1968

Major Professor: Vera M. Gatch

This study introduced and explored the usefulness of a concept, The Loser Syndrome, among a population of juvenile delinquents. This concept was rooted in the notion that a certain segment of delinquent boys act as if they view the world as an extremely oppressive place which does not provide them with adequate gratification. They experience a sense of helplessness and confusion. Such youngsters do not view themselves as the active agents of their own behavior and feel that events happen as a function of such variables as chance, fate, or luck. In short, they appear to feel that no matter what they do, they are "born to lose."

Two groups were selected from a resident population of boys at a state training school for delinquents. On the basis of peer group and adult staff nominations, these two groups were identified as Losers and Winners. The Loser group was made up of those boys whose behavior was most congruent with the investigator's description of a hypothetical Loser. The Winners served as a contrasting group made up of those boys who appeared least like the loser.

The general propositions tested predicted that the Losers would be more deficient in the areas of ego functioning, subjective feeling of autonomy, and capacity to effectively cope with and control aggressive impulses. As a test of these propositions, both groups of subjects were given a battery of projective tests which included selected Symonds Picture Story cards, the Rotter Incomplete Sentence Blank, a short "Life Story," and the Rosenzweig Picture Frustration Study.

The data were evaluated through ratings made by experi-

enced clinical judges and statistical techniques. Each of the propositions were supported in the predicted direction. The Loser and Winner Groups were found to be significantly different.

The findings of this study lend support to the proposal that the Loser Syndrome is a concept worthy of further investigation. The Loser Syndrome is intended as a conceptual aid to clarifying how the delinquent views himself. However, the present study must be viewed as an initial attempt to define a concept. M $3.00; X $4.00. 72 pages.

SELF CONCEPT IN FEMALE DELINQUENTS

Robert Ernest SMITH, JR., Ph.D.
The Ohio State University, 1972

Adviser: Professor Herman J. Peters

Self concept differences between female delinquents and non-delinquents have been found. The purpose of this study was to determine in which identifiable and measurable behavioral dimensions these differences occur. Knowledge of these differences in definable behavioral dimensions would assist in the prevention of delinquency and rehabilitation of present delinquents.

Behavioral dimensions selected for measurement were: (1) Social Adaptability; (2) Emotional Control; (3) Conformity; (4) Inquiring Intellect; (5) Confident Self-Expression; (6) Activity. The instrument used in this study was the Sheer Self Concept Test (SSCT). This instrument employs the Q-sort format ranking of 100 descriptive behavioral statements.

Delinquent subjects were 90 females, ages 15-18, committed to a resident correctional institution. Non-delinquent female subjects consisted of three comparison groups: (1) Sheer test norms, ages 15-20 (N = 125); (2) Two local non-delinquent comparison groups, ages 15-18 (N = 60) rated by teachers and counselors to be school achievers and culturally acceptable. Local non-delinquent achievers were controlled for intellectual ability. The low ability group (LA) consisted of 30 subjects, IQ 80-94. The high ability (HA) group contained 30 subjects, IQ 115 and above. Non-delinquent groups contained no subject with known contact with the courts or social agencies.

All subjects individually completed a Q-sort of the 100 behavioral statements of the SSCT. Because the SSCT employs written test statements, at the fifth grade level, all study subjects were screened to include only those subjects who could obtain 5th grade reading level on the California Reading Test. The SSCT was administered in accordance with standardized procedures. SSCT standard scores were utilized to develop a factor score for each subject. Group means and standard deviations were computed from individual subject scores for each behavioral factor.

Hypotheses, summarized as follows, were tested. There is significant differences in self concept between female delinquents and non-delinquents in the behavioral dimensions of (1) Social Adaptability, (2) Emotional Control, (3) Conformity, (4) Inquiring Intellect, (5) Confident Self-Expression, and (6) Activity. Statistical analyses of data for testing the hypotheses utilized the t test for significance of differences between group means for each behavioral factor. The .05 and .01 levels were used to determine significance.

Study results indicate that there are significant differences between female delinquents and the SSCT norms, ages 15-20, in the factors Social Adaptability, Conformity, Inquiring Intellect, and Confident Self-Expression (above the 0.01 level). No significant difference was found for the factor Emotional Control between delinquents and SSCT norms. No SSCT norms are available for the factor Activity.

Female delinquents indicate a significant difference from both the LA and HA achiever groups in the factors Conformity and Activity (above the 0.01 level). Delinquents indicate a significant difference from the LA group in the factor Confident Self-Expression (above the 0.05 level). No significant difference was found for this factor between delinquents and the HA group. No significant differences were found for the factors Social Adaptability, Emotional Control and Inquiring Intellect between both the LA and HA group.

Rank mean order position of the significant differences found between delinquents and SSCT norms indicate that delinquents conceive themselves as having a lower self concept than general adolescent female population in the behavioral dimensions of Social Adaptability and Conformity but higher in self concept in the dimensions of Inquiring Intellect and Confident Self-Expression.

Rank mean order position of the significant differences found between delinquents and the achiever groups indicate that delinquents conceive to themselves as having a lower self concept than both the LA and HA groups in the behavioral dimension of Conformity, but higher in self concept in the dimension of Activity. Delinquents indicate a significantly higher self concept from the LA group in the behavioral dimension Confident Self-Expression.

Behavioral dimension significant differences between the delinquent group and the three comparison groups was discussed. The transfer and implication of study findings and conclusion into rehabilitation work was indicated.

Order No. 73-2130, 142 pages.

THE EFFECTS OF GROUP COUNSELING ON THE BEHAVIOR OF JUVENILE PROBATIONERS

John Edward SMITH, Ed.D.
Lehigh University, 1972

This study was designed to compare the effects of group counseling by trained counselors and group counseling by probation officers on the behavior of juvenile probationers.

The following question was of primary concern:

> Would group counseling by trained counselors or group counseling by probation officers be more effective than no treatment in reducing the number of probation failures of juvenile probationers?

Of secondary concern was the following question:

> Would group counseling by trained counselors or group counseling by probation officers be more effective than no treatment in increasing the level of social adjustment of juvenile probationers?

The study was conducted in the Morris County Probation Department from May to September, 1971. The sample of 63 male juveniles was randomly selected from a population of 75 probationers, aged 14 to 16 who were not known drug addicts or involved in other treatment programs. The subjects were randomly assigned to six treatment and three control groups. Each treatment group met for 75 minutes weekly for a period of four months. Three counselors and three probation officers were randomly assigned to the six treatment groups.

The counseling model employed in this study was the common problems model, which attempts to deal with the real problems of group members. The group leaders encouraged participation by responding to group members, rather than initiating group discussion. The leaders were accepting and non-judgmental, thereby encouraging the members to examine their attitudes and behavior in a supportive atmosphere. The trained counselors were all recent recipients of Master's degrees in counseling, with limited experience in group counseling. The probation officers possessed Bachelor's degrees and had no group counseling experience, but did complete a four-week training program in group counseling techniques conducted by the investigator.

Probation failure was defined as an offense resulting in extension of probation or incarceration. Those subjects who were adjudicated for one or more offenses committed during the four month treatment period were considered failures. Another determination was made during a two-month follow-up period, thus providing the number of failures over a six-month period.

The hypothesis, that group counseling by trained counselors

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or group counseling by probation officers would be more effective than no treatment in reducing probation failure was not supported. The Exact Test for the difference between proportions indicated no significant differences between either treatment group and the control group at the end of either four or six months. It should be noted that there was a tendency for both group counseling treatments to have lower failure rates than the control treatment. The failure rates at the end of six months were: counselors, 5 per cent; probation officers, 10 per cent; and controls, 25 per cent.

All subjects completed the California Psychological Inventory before and after the treatment period. A one-way analysis of variance was applied to the difference scores for each of the following scales: Responsibility, Socialization, Self-Control, Tolerance, Good-Impression and Communality.

The hypothesis, that group counseling by trained counselors or group counseling by probation officers would be more effective than no treatment was supported by the differences on two scales.

Scheffe's Comparisons Test indicated that the Tolerance difference scores were significantly greater for both the counselors' groups and the probation officers' groups, when compared with the control groups' scores. The comparisons test also indicated that the difference scores on the Socialization scale were greater for the probation officers' groups than for the control groups.

The effectiveness of both the counselors and the probation officers in increasing tolerance, and the probation officers' effectiveness in increasing socialization indicates that group counseling can produce positive changes in the attitudes of juvenile probationers. The finding that probation officers, with limited training, tended to be at least as effective as the trained counselors, supports the literature and suggests that the trained paraprofessional is a potentially effective group counselor. The performance of both counselors and probation officers is somewhat encouraging.

The finding that a short-term group counseling program can have positive effects on certain measures of social adjustment is especially important. Probation terms generally are for a period of one year. The number of juveniles under probation supervision in a typical department dictates that short-term treatment programs be implemented in order to reach a majority of the population. Successful completion of probation is important to the individual and to society. Therefore, further research to evaluate this treatment and other short-term group counseling treatments is warranted.

In conclusion, the partial support of the hypothesis, that group counseling by trained counselors and probation officers can increase social adjustment warrants further research. The tendency of group counseling to effect lower rates of probation failure also supports further investigation. The lack of the demonstrated efficacy of group counseling to significantly reduce probation failure contradicts some of the literature proposing group counseling as an integral part of the treatment program for juvenile offenders.

Order No. 73-4284, 108 pages.

COMPULSIVE MASCULINITY AND DELINQUENCY

Ira Jay SILVERMAN, Ph.D.
The Ohio State University, 1970

Adviser: Professor Simon Dinitz

Although a review of the sociological, psychological, and psychiatric literatures reveals numerous references to the relationship between "compulsive masculinity" and juvenile delinquency, little has been done to assess the empirical significance of this factor for delinquent behavior. This study attempted to examine the relationship between most of the hypothesized aspects of "compulsive masculinity" and previous delinquency among a representative cross-section of the population at the Fairfield School for Boys, the largest Ohio Youth Commission operated facility for delinquent boys.

Analysis of the data revealed that boys with the most serious delinquency histories were the most compulsively masculine, as indicated by the fact that they: (a) had exaggerated perceptions of their own maniiness and toughness; (b) placed great emphasis on tough behavior—drinking, weapon carrying, maintaining a reputation as a tough guy; (c) more often emphasized sexual athleticism—conceptualization of women as conquest objects; (d) were more often impulsive, (e) exhibited generalized hostility; (f) were more predisposed to engage in excitement oriented, high risk activities; and (g) were more field dependent. Thus, these dimensions represent some of the empirically delineated parameters of the "compulsive masculinity" construct.

In addition, the data from this study provided inferential support for the hypothesis advanced by Parsons and others that the boys from matriarchal homes would be more "compulsively masculine" than boys from other types of households. It was also found that Negro boys were more compulsively masculine than white boys. This finding provides empirical support for the formulations of Kenneth Clark, Daniel Moynihan, and Elliott Liebow, among others.

Finally, the 284 delinquents at the Fairfield School for Boys had perceptions of their manliness and toughness that were found to be grossly exaggerated when compared to the ratings of them by their cottage mates, cottage staff, and the social worker. It may well be that the delinquency of these boys is a function of their attempts to maintain their exaggerated self-concepts of "machismo" through anti-social and aggressive conduct. If so, this would suggest that the concept of oneself as a manly and tough male acts as a closure factor in determining behavioral alternatives.

The data from this study provided some inferential support for the role of "compulsive masculinity" and its relation to delinquency among lower-class, institutionalized males. Certainly further research is needed to explore in greater depth the various issues raised in this investigation.

Order No. 71-7567, 148 pages.

PERCEPTIONS OF PAROLE BY PRE-PAROLE PRISONERS

Leon Saul SHASKOLSKY, Ph.D.
The Ohio State University, 1970

Adviser: Professor Walter C. Reckless

This research was aimed at learning how prisoners, at the point of being released into the parole system, perceived of parole. In an historical survey, parole was described as being the culminating process of a lengthy historical development aimed at ameliorating many of the harsher aspects of modern penal policy. Most research in the area of parole has been oriented toward developing refined prediction instruments aimed at helping administrators differentiate between "good" and "bad" risks for parole. Only occasional research projects have been undertaken with a view to attaining an understanding of the meaning that parole has for the parolee himself. It was suggested that any long-term changes in the parole system would inevitably have to be based upon gaining an insight into the way parolees perceive of a system set up, at least in part, for their benefit.

A Parole Perception Instrument was devised, aimed at probing prisoner attitudes toward different dimensions of the parole system. The instrument consisted of six sub-scales exploring six different aspects of the parole system: the parole board, being on parole, the parole officer, the parole rules, the concept of parole, and the future. Two sub-scales in the instrument dealt with prisoner perceptions of the court trial and the prison. In the research schedule, the questions from the eight sub-scales were randomly scattered throughout the questionnaire. The schedule also included background items and two standard instruments, a Resignation-Apathy scale and a Socialization scale, which were used to test directional validity.

The instrument was administered at four Ohio state prisons to 339 prisoners who were participating in a pre-release program immediately prior to their release on parole. The average scores of the prisoners' perceptions on one of the sub-scales was highly favorable (the view of the future), while the mean scores on four of the sub-scales (parole board, being on parole, prison, and parole rules) were slightly favorable. On two sub-scales (parole officers and concept of parole) the average scores of the prisoners were very close to the mid-point of the scoring range. Finally, the scores of the prisoners on one of the sub-scales (the court trial) was in the unfavorable direction.

Few clear trends emerged, either for the sample as a whole or for various sub-groups within the sample. When the sample was divided on the basis of age, race, education, type of offense committed, and similar variables, no statistically significant responses were noted.

There was no relationship between the prisoners' scores on Resignation-Apathy and those on the eight sub-scales of parole perception and only slight correlation between the prisoners' scores on the Socialization scale and those on the sub-scales of parole perception. Hence, the parole perception instrument as used in the present study had questionable directional validity.

Two possible reasons were advanced for the lack of differentiation in responses of different sub-groups of prisoners in their perceptions toward parole. First, it is possible that the questions, in their present form, were not sufficiently sensitive to measure differences in perceptions. Second, it is possible that a sample of pre-parole prisoners tends to become somewhat homogeneous in its responses, due to the shared status of being readied for imminent release from prison.

Order No. 71-7563, 136 pages.

A STUDY OF VOCATIONAL INTERESTS, TRAINING, AND PURSUITS OF INMATES, AS RELATED TO THEIR INSTITUTIONAL EXPERIENCES, PAROLED FROM THE MINNESOTA STATE REFORMATORY AT ST. CLOUD, MINNESOTA BETWEEN JANUARY 1, 1969 AND DECEMBER 31, 1969

Carlyle Perry SCHENK, Ph.D.
University of Minnesota, 1972

Adviser: Dr. Paul Marvin

Purpose: To obtain informational data for making institutional vocational program improvement decisions. Specific objectives were as follows:

1. To determine how many parolees became established in vocations or vocations related to those in which institutional training was received.
2. To determine the relationship between training assignments and individually stated vocational interests.
3. To determine the relationship between training assignments and the Minnesota Vocational Interest Inventory test results.
4. To determine the relationship between stated interests and Minnesota Vocational Interest Inventory test results.
5. To ascertain the number of individuals in the population studied who followed pre-incarceration vocational interests through institutional training and finally became established in the same after release.
6. To compare age groups as to frequency of institutional job or training changes, time spent in assignments, and post-release vocational pursuits.
7. To determine vocational cluster changes of parolees between pre-incarceration and post-release.
8. To determine and compare vocational entry of vocationally versus non-vocationally trained parolees.

Methods: The 142-subject study sample was selected from the 288 men paroled from the Minnesota State Reformatory during the 1969 calendar year. Criteria for selection were that individuals had been on parole for twelve consecutive months and had remained within the state of Minnesota.

Data were obtained from institution population movement bulletins and individual base files. A data sheet, identifiable by sample number only, was completed for each subject. Sheets were sorted and rearranged into a permanent order based on age, type of institutional assignments (vocational only, non-vocational only, both vocational and non-vocational), and commission supervision (Adult Corrections Commission for subjects 21 years of age or older when convicted of Youth Conservation Commission for subjects under 21 years of age when convicted). From hand tabulated master sheets, data were transferred to comparison charts and frequency tables for evaluation and analysis. Statistical treatments included Chi Square at the 5 percent level of significance; relative frequencies; ratios; proportions and percentages; and rate of change.

Findings and Conclusions: Succeeding statements are in keeping with specific objectives:

1. From the study sample of 142 subjects, 36 became established in vocations in which institutional training was received. Another 17 subjects became established in vocations closely related to institutional training received. Twenty-two subjects had interim vocations the same as, or related to, assignment experiences prior to becoming vocationally established. In all, 75 subjects made direct application of assignment experiences after release on parole.
2. There was a significant difference between institutional or training assignments and the stated vocational interests of sample study subjects.
3. Results of the Minnesota Vocational Interest Inventory Test were not reflected in placement of subjects in similar or related kinds of assignments.
4. There was a 58.4 percent similarity between the Minnesota Vocational Interest Inventory Test results and stated vocational interests for subjects with both kinds of data available.
5. Of all 142 subjects, only four followed the same pre-incarceration vocational pursuits in institutional training or assignments and on through to post-release establishment.
6. Younger subjects had a higher mean frequency of assignment changes and a lower mean time spent in training programs than older subjects. The older group had a higher ratio (10.5 to 1) of post-release vocationally stable individuals to non-established individuals than the younger group (5 to 1).
7. Categorical vocational cluster changes totaled 76 for all subjects (25 older and 51 younger). Individually, 102 subjects made positive vocational cluster changes; 35 made no changes; and 5 made negative changes.
8. Seventy-six subjects had vocational training assignments--37 entered similar post-release vocational pursuits; 31 entered different post-release vocational pursuits; and 8 did not become stabilized. Sixty-six subjects had no vocational training assignments--16 entered similar post-release vocational pursuits; 38 entered different post-release vocational pursuits; and 12 did not become stabilized.

Order No. 73-10,630, 120 pages.

MORAL ATMOSPHERE AND INTERVENTION IN THE PRISON: THE CREATION OF A PARTICIPATORY COMMUNITY IN PRISON

SCHARF, Peter Lawrence, Ed.D.
Harvard University, 1973

The thesis describes the theoretical foundations of an intervention designed to change the "moral atmosphere" of a women's prison. We sought to create a correctional facility which would: 1. Be just in resolving conflicts of claims among inmates and staff. 2. Be perceived by residents as just and legitimate. 3. Stimulate inmate moral reasoning. 4. Help aid the readjustment and reintegration of inmates into society.

The program involves both community meetings and small therapeutic groups. The community meetings typically deal with rule maintenance and other such "cottage" matters. The small groups typically involve personal conflicts faced by inmates.

The thesis chronicles the natural history of the project focusing upon the structure of the program and the training of correctional officers in therapeutic moral education techniques by Harvard personnel, including the author.

The program is analyzed in three ways in the thesis:

First, I offer a descriptive analysis of the justice process of the cottage. I describe the community meeting structure and offer examples from inmate discussions. I also suggest some of the constraints (both political and legal) which might have limited the effectiveness of the program.

Second, I attempt a rather complex analysis of inmate perceptions of moral atmosphere. Here I contrast model cottage perceptions with those of inmates in four other prison settings. In analyzing these perceptions I offer that the orientation of inmate perceptions of moral atmosphere may be related both to the moral stage of the individual as well as to the ideology and social structure of the prison setting. The analysis of moral atmosphere allows us to conclude that preconventional inmates perceive the cottage program dramatically differently from higher stage inmates. It also appears that by and large model cottage inmates accepted the cottage program as fair and legitimate as understood at their own stage of moral reasoning.

Finally, the thesis analyses the apparent effects of the program both in terms of changes in moral maturity and in terms of the quality of inmate lives after leaving the institution. Results show that inmates increased in moral maturity at an average of roughly 1/5th of a stage. Younger inmates (under twenty-four) changed in terms of moral maturity nearly twice

as much as did older inmates. Analysis of recidivism shows that less than 20% of the program graduates have returned to prison with many of the inmates leading successful lives on the streets.

The thesis argues that a concern with social justice should be the major interest of correctional reform. This implies an effort to reintegrate the moral perspective of the inmate with society and an attempt to ensure standards of fairness in legal, correctional and societal institutions. Where at present our project has been restricted to the Niantic State Farm, during the next year we will expand the program to the creation of correctional alternatives (Group homes) in New Haven and Hartford. It is hoped that these facilities will replace the Niantic facility within the next three years.

Order No. 74-11,332, 357 pages.

THE ROLE OF THE CORRECTIONS TEACHER IN JUVENILE REHABILITATION

Anthony Michael SCACCO, JR., Ed.D.
University of Massachusetts, 1973

Director: Professor James Carmody

This study is concerned with the role of the corrections teacher in juvenile institutions. Although restricted largely to juvenile offenders, it is possible to argue that adult corrections suffer from weaknesses similar to those described in the pages that follow.

Chapter I makes clear the fact that the corrections teacher is an important agent in achieving educational education and rehabilitation in correctional facilities. It also contains the definition of the major terms used throughout the study.

Chapter II discusses the teaching environment surrounding correctional education including the failure of the public schools, and the community, to meet the needs of the juvenile.

Chapter III addresses itself to the profile of the inmate. Current attitudes toward corrections are discussed as are considerations relative to the role of the police, courts, and institutionalization as they affect the offender.

Chapter IV analyzes the inmate sub-culture and its importance to correctional education. The negative impact of the sub-culture is discussed as are some current trends that may change this sub-group in a manner that can positively affect the mission of the institutional teacher.

Chapter V contains proposals for change that can be instituted by the corrections teacher to achieve more realistic programs in penal institutions. Further, this chapter also contains suggestions that relate to community correctional endeavors involving the corrections teacher.

Chapter VI summarizes and concludes the study itself.

Order No. 73-14,676, 139 pages.

THE EFFECT OF SELF-DISCLOSURE AND PSEUDO-SELF-DISCLOSURE ON SOCIAL ADJUSTMENT OF INSTITUTIONALIZED DELINQUENT GIRLS

(Order No. 70-10,131)

Eugenia ROTHENBERG Ed.D.
The University of New Mexico, 1969

The purpose of the study was to ascertain the effects of self-disclosure in group settings, on the social adjustment of delinquent girls, aged 12 to 18. Sixty subjects, consisting of adjudicated, institutionalized, adolescent girls were used in the study. Three groups were formed, with twenty members in each group. Group I engaged in self-disclosive guided group activities. These subjects were encouraged to tell the true stories of their lives. Group II engaged in pseudo-self-disclosive guided group activities. Pseudo-self-disclosure was promoted by telling the subjects to tell a make-believe story of their lives, and to make it sound as real as they could, but not to tell their true life stories. The subjects were told that the purpose for telling the stories was to "assess the subject's originality and inventiveness in story telling." Both groups were under the direction of experienced counselors and participated one hour a week for ten weeks. Group III was a control group. There was no treatment variable for the control group.

All subjects had the pretest and posttest consisting of the Jesness Inventory, a personality measure standardized on deliquents, and the Chicago Q Sort, which yields correlation scores based on the disparity between the self and the ideal self.

Forty-eight analyses of variance were performed and three significant F values were found. Since the three significant F values obtained approach the number that chance alone would have predicted, there is grave doubt that the results show anything but chance results. However, these results will be discussed to show where the "significance" occurred, for the reader's information.

The control group showed significant change from pretest to posttest in obtaining a lower score in Manifest Aggression (or a tendency to be less angry, and less uncomfortable with feelings of anger and aggression), on the Jesness Inventory.

All subjects involved in the study showed change from pretest to posttest on the Withdrawal scale (indicating a tendency to be less withdrawn), and on the Denial scale (indicating more conforming social behavior and responsibility), on the Jesness Inventory.

There were no significant changes from pretest to posttest on the Chicago Q Sort.

Counselors were asked to judge whether or not self-disclosure was occurring. It was found that subjects were either self-disclosing or they were not participating. The third most frequently checked category was that it was "quite likely" subjects were self-disclosing. There were relatively few fabrications.

Self-disclosure sessions were judged to be truly self-disclosive. Pseudo-self-disclosure was very difficult to promote and was abandoned after two or three sessions. These sessions became discussion sessions. Included in the dissertation are counselor's reports of the self-disclosure and pseudo-self-disclosure sessions.

In conclusion, self-disclosure and pseudo-self-disclosure did not, after ten sessions, have any measurable significant effect on social adjustment of delinquent girls.

M $3.00 X $7.20 151 pages

THE RELATIONSHIP OF KNOWLEDGE ABOUT INCARCERATED DELINQUENT BOYS TO TRAINING AND EXPERIENCE IN WORKING WITH THEM

(Order No. 67-25)

Phyllis Cantrell Reynolds, Ph.D.
University of Minnesota, 1966

Major Adviser: Starke R. Hathaway

This study attempted to assess how much those persons who work with incarcerated boys know about their thoughts, opinions, and attitudes and how well they know psychometric and demographic facts about them. Knowledge about the boys was assessed by means of an instrument designed for this study. The instrument consisted of three parts: 1) MMPI items that differentiated incarcerated boys from non-delinquent boys, 2) attitude and opinion items which incarcerated boys had answered, and 3) psychometric (IQ scores and reading test results) and demographic (socioeconomic level, family status, incidence of school dropout) facts about the boys. The persons who work with the boys in an institution were compared as a whole and as groups (counselors, psychologists and social workers, caseworkers and chaplain, teachers) to groups of child psychologists, child psychiatrists, child social workers, probation officers, high school teachers and parents of adolescents, and incarcerated boys. Training and experience in working with delinquents were studied jointly, and they were also studied separately. The findings were as follows:

When training and experience were studied, the group of

psychologists and social workers who work with incarcerated boys knew significantly more about them than did other groups who work with the boys, professional persons who did not work with the boys, and laymen (high school teachers and parents). That is, these psychologists and social workers received higher scores, as a group, on the instrument as a whole.

When training and experience were studied, there was no difference among all the groups on knowledge of MMPI items that differentiate incarcerated boys from non-delinquent boys. Only the group of psychologists and social workers who work with the boys knew significantly more about attitudes and opinions of the boys than did the laymen. These psychologists and social workers, plus caseworkers and a chaplain who work with the boys knew significantly more psychometric and demographic facts about the boys than did the laymen.

Those persons who have direct experience in working with incarcerated boys knew them significantly better than did professional persons who do not work directly with them.

Those persons who have received training in working with juvenile delinquents, whether these delinquents are incarcerated or not, knew significantly more about incarcerated boys than did the laymen.

The part of the instrument which was least difficult for all groups except the laymen was the psychometric and demographic factual section. The MMPI items were slightly less difficult for the laymen than were the psychometric and demographic facts. The attitude and opinion part was consistently the most difficult for all groups.

There was essentially no relationship among the three parts of the instrument. A score for one part cannot be predicted from a score of either of the other parts. This distinction also was found when only the top 15 per cent of scores was considered.

Inspection shows no clear evidence of one particular stereotype among the groups. It was hypothesized that the laymen would not be consistently more incorrect in their responses to the instrument. This was found to be the case, despite the fact that their overall performance was the poorest. The few items on which the laymen were more incorrect suggest that they responded to a greater extent with a rather loose concept of social deviancy.

Some of the attitude and opinion items that seem most pertinent were discussed. The study shows that agreement on these items among persons who work with incarcerated boys is relatively low and that their knowledge of the attitudes and opinions of the boys is relatively slight.

Microfilm $3.00; Xerography $5.60. 115 pages.

THE EFFECT OF GROUP COUNSELING ON THE CONNOTATIVE MEANINGS OF SELECTED CONCEPTS HELD BY DELINQUENT ADOLESCENT GIRLS IN A STATE TRAINING SCHOOL

David Leon REDFERING, Ed.D.
Ball State University, 1970

Adviser: Dr. Robert E. Hayes

The purpose of this study was to investigate the effect of group counseling on the connotative meanings of "father", "mother", "myself", and "peers" held by adolescent delinquent girls in a state training school. The research hypothesis of the study was that the connotative meanings of these four concepts expressed by girls who participated in short-term group counseling would become more positive than those who did not.

Subjects for the study were inmates at the Indiana Girls School at Clermont, Indiana. They were selected for the study on the basis of counselor recommendations, reading ability, and proximity to possible parole. Forty-eight subjects participated in the study.

A list of variables such as persons, situations, and social institutions was compiled. Juvenile delinquents, as a group, tend to hold negative attitudes toward these variables. This list was reduced to the four most critical concepts selected by the raters: "father", "mother", "myself", and "peers".

A semantic differential, constructed as prescribed by Osgood *et al.* (1957, p. 77-81), was used to measure the connotative meanings of the control and experimental groups toward the four derived concepts.

The forty-eight subjects were randomly placed in either the control group or the experimental group. The experimental group was further divided into four subgroups, each with six members.

The twenty-four subjects in the experimental group participated in a one and one-half to two hour group counseling session per week for a period of eleven weeks. The control group experienced the same institutional environment except that they did not receive group counseling. Two of the groups were led by the female staff psychologist of the Indiana Girls School and two of the groups were led by a male doctoral intern from Ball State University. At the end of eleven weeks, the semantic differential was again administered to the control group and the experimental group.

A mean of each of the four concepts was computed for each subject in the study and group means for the experimental group and the control group were calculated for each of the four concepts on the pre-test and post-test administrations. Significance of the difference of the differences between the experimental and the control groups from pre-test to post-test was determined by a two-tailed t-test. The degree of significance was established at the .05 level.

Analysis of the data indicated that the experimental group, when compared to the control group, made significant positive changes in their connotative meanings of father, mother, myself, and peers. The null hypothesis was rejected since the derived t-values exceeded the critical point at the .001 level. It may be concluded that group counseling has a positive effect on negative feelings and attitudes which are considered by penal authorities to impede treatment and rehabilitation.

As a group, the control subjects tended to score lower on the research instrument. Their connotative meanings of mother, myself, and peers, respectively, were slightly more negative at the conclusion of the experiment. Only "father" was seen as slightly more positive. It appears that the general institutional environment has some negative effects, over a period of time, on the attitudes of the incarcerated girls.

The results of this study indicated several areas that are worthy of further exploration.

1. Replication in other types of penal institutions to ascertain the effectiveness of group counseling.
2. Follow-up of the experimental group to determine the permanence of the changes effected by group counseling.
3. Follow-up after parole to determine if positive changes are related to better post-institutional adjustment.
4. The differences between the attitudes of Negro and Caucasian delinquent girls.
5. The feelings of delinquent girls toward other concepts that were highly ranked by the raters, e.g., home, school, work, and marriage.

Order No. 71-7966, 87 pages.

AN INVESTIGATION OF THE INMATE LIAISON ROLE IN THE INFORMAL COMMUNICATIONS STRUCTURE IN A MAXIMUM SECURITY PRISON PSYCHIATRIC CLINIC

John Walter PRELESNIK, Ph.D.
Michigan State University, 1972

The communications structure between inmates of a maximum security prison determines, in part, the values and beliefs that will be held by these inmates. The inmate informal organization exists to relieve the "pains of imprisonment" suffered by the inmates subjected to imprisonment. The relationships between inmates are based on reciprocated agreements, exchanging goods and services for prestige, to relieve the pains of imprisonment. This model is in contrast to a model based on dominance and submission. Access to information and goods, and the relaying of the same become very important functions in the prison informal organization. Knowledge of this function and the relationships that exist between this role, the liaison role, and the prison clique or primary groups can be useful in system analysis and planning. The liaison role person can facilitate or hinder the orderly passing of information within the inmate informal system.

This study investigated the communications structure of a prison psychiatric clinic located in a maximum security institution. The psychiatric clinic functions as a residential treatment program for those convicted for sex crimes, drug abuse (opiate), and youthful offenders.

Data were obtained by: (1) a Communication Questionnaire requesting the respondent to provide demographic and self-perception data on a number of communication-related issues as well as data that link this study with the traditional roles;

(2) a Personal Contact Checklist, in which the respondent indicated the five inmates who resided on the clinic with whom he communicated; and (3) a Personal Contact Questionnaire, in which a respondent indicated his perceptions of the named individual's communications function, or the extent that he controls the passage of information to various clique groups in the organization. The communications functions that were tested were: the number of communications contacts the individual possessed, the amount of task-related information he had access to, the control he could exercise in passing or hindering the passage of information to others in the prison, the amount of influence he had in the organization, the importance of his secondary contacts, his specific leadership functions, whether his contacts with the named individual are accidental or deliberate, and whether or not the individual serves as a first source of task-related information in the organization.

Analyses were conducted on the basis of a constructed sociogram utilizing reported reciprocated communications contacts. Considering only reciprocated contacts linkages, communications networks were constructed identifying two communication function roles. Liaison, defined as analogous to articulation points of graph theory, constituted the role of interest in this study. In graph theory the articulation points are positions that serve as linkages between a select group of points and the main body of graph points. The articulation point if removed will result in isolation of the select group from the main body of the graph. The articulation point serves as the select group's only channel of contact to the main body of points. This places the articulation point in a "gatekeeper role" where the articulation point has the ability to pass on information to the select group from the main body partially, wholly, or not at all. Non-liaisons, who conduct most of their communications in small groups, were compared with liaisons on their communications functioning.

Both samples were compared on several demographic variables to assist in describing the two samples. The samples were compared for differences in their mean values using the "T" test for independent means with samples with unequal numbers on the following demographic variables: (1) span of reciprocated contacts; (2) crimes of violence; (3) aspects of sentence, minimum, maximum, and span, the difference between the maximum and minimum sentence; (4) number of times seen parole board; (5) time remaining to see parole board; and (6) traditional roles found in prison research: politician, square John, outlaw, right guy, and ding roles.

The only demographic variable that was significantly different at the 0.05 level of significance using the "T" test for independent sample means with unequal numbers in each sample, was span of contact. Span of contact was defined as the number of inmates in the clinic that the individual had reciprocated contacts with, i.e., had established a regular mappable communications channel. The liaison sample had a greater span of reciprocated contacts than did the non-liaison sample. This is the definition of the liaison role, according to theory. This finding provided empirical evidence that the roles analyzed were in reality liaison persons. No other aspects of the demographic data were significantly different at the 0.05 level. It was noted that the study population, liaisons and non-liaisons when compared to the average prison population, had longer minimum, maximum, and spans of sentences, were convicted of more crimes of violence, and tended to agree with the values of the politician and right guy roles while rejecting or remaining neutral on the square John, outlaw, and ding roles.

It was postulated that liaisons would be perceived by their reciprocated non-liaison contacts, and would perceive themselves to have: (1) a greater number of contacts in the organization, (2) more task-related information, (3) more control over message flow in the organization, and (4) more influence in the organization.

Other hypotheses predicted liaison: (1) are perceived to have more influence over personal opinions than non-liaisons, (2) are perceived to have more important secondary contacts than non-liaisons, (3) perceive the communications system as more open than do non-liaisons, (4) perceive the communications system to be more satisfying than do non-liaisons, (5) liaison-non-liaison dyads more frequently participate in deliberate message transaction than non-liaison-non-liaison dyads, (6) liaison-non-liaison dyads amount of deliberate message transaction is more disproportionate than in non-liaison-non-liaison dyads, (7) are perceived to be first sources of information, and (8) are more likely to hold high status inmate positions and are more likely to manipulate themselves into these positions than non-liaisons.

A "T" test for samples with independent means with samples with unequal numbers was used to test for significant differences at the 0.05 level in the sample means.

It was found that the liaison persons are perceived to have a significant effect on the personal opinions of non-liaison individuals. No other hypotheses reached the 0.05 level of significance.

The findings suggest that knowledge of the liaison location in a prison organization should be important to the prison administrator. These roles could enhance communications and opinions to assist or hinder the administration and management of a penal institution among the population confined there, through their manipulation of the attitudes and opinions of the inmates they are in contact with.

Order No. 73-5469, 338 pages.

PREDICTING RECIDIVISM AND TYPE OF CRIME FROM THE EARLY RECOLLECTIONS OF PRISON INMATES

QUINN, James Ronald, Ph.D.
University of South Carolina, 1973

Chairman: Professor Joseph C. Rotter

The present research sought to investigate the use of memories of early childhood as a lone projective technique for predicting recidivism and type of crime. The three specific null hypotheses tested were derived from the following experimental questions: (1) Will life style characteristics scores (rated from early recollections protocols by "blind" raters on a set of semantic differential scales) discriminate between adult prison recidivists and non-recidivists? (2) Will life style characteristics scores discriminate between (a) persons whose offenses were against people and (b) those whose offenses were against property? (3) Will there be significant interaction between the type of offense and recidivism?

The investigation was based on Adlerian theory, which views early recollections (ER's) as the selective recalling or distorting of past events, creatively used by the individual to support his current underlying mood, purpose, and convictions about life, himself, and others.

A sample of 76 subjects was drawn from the approximately 1400 male inmates in South Carolina's maximum security prison and divided into four cells balanced for race, age, and education level. Group 1 consisted of recidivists whose crimes were against people; Group 2, recidivists, against property; Group 3, non-recidivists, against people; and Group 4, non-recidivists, against property. Each group was composed of 19 subjects. Subjects provided four early recollections which were subsequently rated by four expert raters for nine life style characteristics using the Modified Altman Early Recollections Rating Scale. Raters knew only that their subjects were adult male prison inmates.

Four of the nine scales of the rating instrument provided ratings of the subject's behavior toward the environment (people, animals, things) of each early recollection, as follows: withdrawn vs. gregarious, passive vs. active, competitive vs. cooperative, and dependent vs. independent. Five scales pertained to the subject's affect: hostile vs. friendly, rejected vs. accepted, discouraged vs. self-confident, depressed vs. cheerful, and mistreated vs. befriended.

A 2 x 2 design calling for analysis of variance was selected to test the hypotheses. The two independent variables were recidivism and type of crime while the dependent variables were the nine life style characteristics scores derived from the rating instrument. The results supported retention of the null hypotheses regarding the main effects. However, a significant interaction was found on the CC (Competitive-Cooperative) Scale. Recidivists convicted for property crimes scored significantly lower on the CC Scale than did non-recidivists convicted of property crimes.

One major conclusion of the study was that expert ratings on the CC Scale of the rating instrument can be used to make a qualified prediction of recidivism and property crimes only. Property offenders who score higher (less competitive) on the CC Scale can be predicted to be non-recidivists, while lower scoring (more competitive) property offenders can be predicted to be recidivists. Findings on all other scales support the conclusion that life style characteristics scores from early recollections cannot be used alone to predict level of recidivism nor type of crime. Order No. 74-16,186, 86 pages.

A COMPARISON OF IDENTIFICATION IN DELINQUENTS AND NONDELINQUENTS AND ITS RELATIONSHIP TO THE FIGURE, THE COUNSELOR

Mary Ruth Ann PRESCOTT, PH.D.
Iowa State University, 1971

Supervisor: Gordon C. Hopper

The purpose of this study was to investigate the differences between delinquents and nondelinquents in patterns of identification, and to determine what constructs delinquents and nondelinquents attribute to the figure, the ideal counselor. Additional investigation was made to determine that the delinquent and nondelinquent subjects did in fact possess attitudes characteristic of their respective groups and to determine subject's sex preference for their ideal counselor.

The sample for the study consisted of 50 delinquent males, 50 nondelinquent males, 45 delinquent females, and 45 nondelinquent females.

Differences in attitudes between delinquents and nondelinquents were assessed using the Jesness Inventory in order to verify that subjects were in fact representative of attitudes typical of delinquents and nondelinquents. An adaptation of Kelly's Role Construct Repertory Grid was used to measure differences between delinquents and nondelinquents in identification patterns and to determine what characteristics were attributed by each group to the figure, the ideal counselor.

The findings of this study were that: 1) the delinquent subjects did in fact have significantly more delinquent attitudes as measured by the Jesness Inventory; 2) nondelinquents had significantly higher identification with parental and authority figures than did delinquents; 3) there were no significant differences between delinquents and nondelinquents in feelings of parental rejection; 4) delinquents had a higher degree of anti-social identifications than nondelinquents ; 5) nondelinquents displayed a stronger inclination to identify with people in general than do delinquents; 6) there was a high degree of identification by both delinquents and non-delinquents between ideal self and the ideal counselor; 7) there were differences in the personal constructs used by delinquents and nondelinquents; and 8) there was high degree of similarity between delinquents and nondelinquents in the personal constructs with which they identify and attribute to the figure, the ideal counselor.

The results of this study indicate that identification is a valuable concept in the study of delinquency and its treatment. Since interpersonal liking is related to greater susceptibility to interpersonal influence, counselors possessing the facilitative characteristics included by the subjects in their personal constructs attributed to the figure, the ideal counselor, may potentially serve as effective socially-oriented models in correctional institutions. The degree of identification between the ideal self of subjects and the figure, the ideal counselor, indicates considerable openness to these characteristics and thus to a more nondelinquent self-concept which he may attempt to validate in socially approved ways. These findings have implications for the treatment of some delinquents.

Order No. 72-12,586, 125 pages.

THE EFFECT OF FACILITATION TRAINING UPON THE INTERPERSONAL COMMUNICATION OF BLACK AND WHITE INMATES IN A STATE CORRECTIONAL INSTITUTION

Ronald Lloyd POWELL, Ph.D.
University of Georgia, 1972

Supervisor: Thomas L. Porter

This investigation had two principal objectives: (a) to evaluate the effect of interpersonal communication skills training on the levels of empathy, respect, and genuineness offered by black and white inmates in a state correctional institution: more specifically, to determine if inmates can be cast in the role of helper with other inmates, including those who differ racially and culturally; and (b) to investigate the effects of facilitation training on attitudes toward those who differ racially.

Whereas many would view the solution to racial conflict within prisons as the implementation of more stringent security, the rationale behind this study is that security is ineffectual in solving the real problem. Unless some attitudinal and behavioral method is implemented that will intervene into the causative process, the dilemma will remain unresolved. This investigation is unique in pursuing a systematic method of training prison inmates (25 hours) in the interpersonal skills that would facilitate better relations with other inmates, especially those racially different.

Equal numbers of black and white inmates were randomly selected from among volunteers for the experimental (N = 30) and the control group (N = 30). The instruments utilized for both pre- and posttest were: (a) Carkhuff Five-Point Scale of Interpersonal Processes; (b) Semantic Differential; and (c) Sociometric Test.

The results obtained showed: (a) communication of empathy, respect, and genuineness, as rated by three professional judges, disclosed significant differences between the experimental and control group; (b) racial attitudes, as measured by the SD, disclosed non-significant differences between the experimental and control group; and (c) choices of inmate-helpers with whom to discuss a personally relevant concern, as measured by a Sociometric Test, disclosed some differences between the experimental and control group for white inmates, but not for black inmates. Order No. 72-34,128, 143 pages.

THE PRISON RECEPTION-GUIDANCE CENTER: SELECTION OF TREATMENT PROGRAMS FOR NEWLY ARRIVED ARMED ROBBERY OFFENDERS AT A STATE CORRECTIONAL AGENCY.

(Order No. 69-17,677)

Thomas Ross Phelps, Ph.D.
The Florida State University, 1969

Major Professor: Vernon B. Fox

The purpose of this exploratory study was to determine whether the major task of a prison reception center, the decision to formulate a treatment program and transfer the offender to one of the diverse correctional facilities in a statewide prison system, was accomplished by means of different criteria when the reception center was staffed by mental health teams rather than non-mental health personnel.

Historically, prison management procedural manuals have focused on the following criteria when determining inmate placement: age of the offender; length of the criminal career as evidenced by the recidivism history of the offender; and, the custody risk potential resulting from the presence of the offender in the prison. The trend toward professionalization in corrections has brought about the use of mental health teams (e.g., social workers, clinical psychologists, and psychiatrists) in a few state correctional systems. Therefore, the use of mental health teams in a reception center assumes the presence of a "diagnostic culture" with an emphasis on the prognoses and diagnoses of the clinical team. Several research questions were posed to determine whether clinical team prognoses and diagnoses had more than an incidental impact on the channeling of reception center offenders throughout the state-wide network of institutions: the traditional prisons, the open institutions, the youthful offender institutions, or the psychiatric prison.

The following research questions were explored: (1) Are the recommendations of the sentencing judge significant when comparing the prognosis categories of the clinical team? (2) Are there identifiable differences between the offender population receiving a favorable prognosis, moderate prog-

nosis, and low prognosis from members of the clinical team? (3) Do such factors as age, prior criminal history, and custodial status of the offender appear important to the clinical team in determining the prognosis of the offender? (4) Are the psychiatric diagnoses or the prognosis categories related to the social class level of the offender? (5) Does the label favorable prognosis, when applied to the offender by the clinical team, lead to placement in an institution which includes a large number of other offenders with a favorable prognosis? And, (6) are base expectancy risk categories consistent with the prognosis categories formulated by the clinical team for the offender population?

The data for this study originated in a western state reception center employing only mental health professionals. The offender population consisted of white, male offenders received as new commitments on the offense armed robbery during a three year period. The major source of information was the case summary prepared at the reception center. A research schedule permitted coding of case record information for computer programming analysis.

The findings indicate the sentencing judge seldom provided recommendations for offender management. Clinical team prognoses were related to variables in the criminal career of the offender which were comparable to the traditional determinants of institutional placement in correctional practice: delinquency history, age at first arrest, prior adult criminal history, family criminality, use of an alias, narcotics history, and an escape pattern. Favorable prognoses were related to a history of full-time employment prior to the offense. The use of psychiatric nosology was not significant when related to prognoses or prison transfer recommendations. The decisions of the clinical team were compatible with the custodial restraints characterizing prison settings. Psychiatric referrals were frequently restricted to offenders recommended for psychotherapy or psychiatric segregation. The clinical team in the present study had only incidental impact on the offender and the transfer decision when the offender presented an earlier criminal history which was in conflict with the traditional requirements which focus on the security of the correctional institution: namely, age, prior criminal history, and custody risk potential. M $3.00; X $8.20. 179 pages.

THE EFFECTS OF REINFORCEMENT PROCEDURES ON NEGATIVE BEHAVIORS IN DELINQUENT GIRLS

Joseph PAVLOT, Ph.D.
University of Pittsburgh, 1971

The present research was designed to test the applicability of operant conditioning techniques in the modification of behavior in delinquent girls in an open institutional setting. The experiment was conducted at a residential institution operated by members of a religious order.

The experiment was designed to last for a period of eight weeks during the summer recess from the normal school year. The regular summer program, including classes in sewing, cooking, typing, physical education and art, functioned, along with normal cottage life, as the experimental milieu. No effort was made to interfere with the administrative, ethical, or philosophical biases of the institution, preserving as much as possible the real-life dimension of a field study.

Thirty subjects were randomly assigned to the experimental group and thirty were assigned to the control group. Experimental subjects, identified by a red ribbon worn on the left shoulder, were rewarded for socially acceptable behavior. Tokens were dispensed as secondary reinforcers which could be accumulated or spent immediately on a wide variety of primary reinforcers. A special Canteen was constructed to contain these reinforcers (which included such items as cigarettes, candy, ice cream, books, jewelry wearing apparel and many more products desirable to teenage girls).

Personnel of the institution were required to individually determine the desirability of behavior performed and to administer rewards accordingly. Socially unacceptable behaviors found to be in the behavioral repertoire of most delinquents (Hewett and Jenkins, 1946) and behavior peculiar to the institution as identified by the staff served as the basis of the rating system. Variables thus identified were rated daily.

Five teachers and four cottage mothers submitted daily incidence rate sheets indicating observed negative behaviors. Provisions were also provided for reporting positive and negative incidents. Data were accumulated and chi square computed to determine differences between experimental and control groups.

Results indicated that significantly fewer negative incidents were recorded for the experimental group on 19 of the 27 variables measured. Significantly more positive and fewer negative reports were also freely recorded for the experimental group. Thus support for the basic hypothesis, i.e., that there would be more positive and fewer negative behaviors reported totally for the experimental group than for the control group, was demonstrated. It was noted that differences were even greater for variables which were more behaviorally definable than for those which were of necessity more vague.

The basic hypothesis was supported for almost all variables measured. In addition to statistical evidence, the consensus of opinion of institution personnel was that an observable difference in attitudes and behaviors existed between experimental and control group subjects. This factor seems especially important in view of initial opposition to the philosophy inherent in the experiment. The entire population, subjects and staff, agreed to the desirability of a motivational system based on a token economy. Subsequently the reward system was continued as a regular routine at the institution after the conclusion of the experiment.

Order No. 71-26,158, 179 pages.

CHANGES IN PERCEPTUAL FIELD OCCURRING AMONG DELINQUENT ADOLESCENT FEMALES

(Order No. 66-13,489)

Edward Joaquin Patterson, Ph.D.
University of Pittsburgh, 1966

Juvenile delinquency represents a critical problem in today's society, and many attempts are being made to diagnose and treat this social menace. State correctional institutions designed for the rehabilitation of youthful offenders are now more than ever prominent in our culture.

This study was concerned with the identification and measurement of specific attitude and perceptual changes occurring in such a state institution, which would indicate movement away from delinquency, and which could be attributed specifically to the individualized and group treatment program.

The Youth Development Center located at Waynesburg, Pennsylvania, was selected, and 50 white and non-white juvenile females were chosen as subjects. These girls had been adjudicated delinquent by the court for crimes against person or property, and had been committed for indefinite periods. These delinquents ranged in age from 12 through 18 years.

In order to measure total treatment effectiveness, the construct design technique utilizing the test-retest method was employed. Changes in perception and attitude were measured by standardized test instruments, and evaluated by trained personnel. Three areas of the total personality complex were studied: intelligence, measured by the Wechsler Intelligence Scales, and the Ammons Full-Range Picture Vocabulary Test; achievement, measured by the Jastak Wide Range Achievement Test; and attitude-perception relationship, evaluated by use of the California Test of Personality, the Rotter Sentence Completion Blanks, and the Haggerty-Olson-Wickman Rating Schedule. Reliance was placed on the validity and reliability of the testing instruments and testing procedures, to adequately and accurately measure the degree of personality shift, and segmented behavioral changes occurring in each of the girls over a three-month period of treatment. The t-test technique comparing two correlated means, pre and posttest of the same sample, was used to determine significant differences.

Factors such as physical plant size, residential population, sex singularity of inmates, high ratio of staff to children, above average per capita annual expenditure for the institution, continuing emphasis on educational achievement, and an open rehabilitative policy designed to strengthen and develop acceptable social patterns, were all felt to be significant in perceptual and attitudinal changes occurring among the population.

The results of this study indicated that 89 per cent of the sample studied showed measurable change in attitude and perception. It also indicated that 80 per cent of the girls gave evidence of a movement away from anti-social tendencies. Ten per cent showed no change, and ten per cent showed neg-

ative attitudes and perceptual shifting.

This study showed that attitude-percept changes can be effectively measured and evaluated by means of the test-retest method. The treatment program at The Youth Development Center at Waynesburg was found to be effective insofar as influencing the female residents to move in a direction away from delinquency, and toward a more socially acceptable pattern of behavior.

It was concluded that desirable changes in personality patterns can be effected through a controlled environment which employs rehabilitative methods and philosophy designed to improve human behavior.

Microfilm $3.00; Xerography $4.40. 83 pages.

THE EFFECTS OF VERBAL REWARD AND VERBAL PUNISHMENT ON DELINQUENT AND NONDELINQUENT ADOLESCENT BOYS

(Order No. 68-6672)

David Orzech, Ph.D.
Wayne State University, 1962

Adviser: Bertram Cohen

The present study investigated the effects of verbal reward and punishment on response acquisition in delinquent and nondelinquent adolescent boys. Earlier studies of children and adult psychiatric patients have suggested that individuals with inadequate or incomplete socialization respond in characteristic patterns to verbal stimuli connoting approval and disapproval. Possible similarities between these populations and the juvenile delinquent were considered. This led to the expectation that adolescent individuals with a history of delinquent behavior might demonstrate deficits in responsiveness to verbal reward and punishment similar to those shown by children and psychotic adults.

Sixty-four delinquent and sixty-four nondelinquent adolescent boys, aged fourteen to sixteen, constituted the experimental and control groups, respectively. Ss were presented with eighty 3" x 5" cards one at a time, each of which contained four pronouns (I, We, He, They) and a different verb. To each card, the S was instructed to make up a sentence containing the verb and beginning with one of the pronouns. The eighty trials were arbitrarily broken down into four blocks of twenty trials each, and the frequency of sentences within each block that started with a preselected pronoun class (first person or third person) constituted the criterion measure. Basal level of usage of the pronouns was established by the first block, during which no reinforcement was given. Starting with card 21, Ss in each diagnostic group were consecutively assigned to one of four treatment conditions, as follows:

a. Reward – E said "That's good" immediately following each sentence starting with either one of the preselected criterion pronouns, but made no response following sentences starting with either of the other two pronouns.

b. Punishment – E said "Not so good" immediately following each sentence starting with either one of the non-criterion pronouns. No response was made following sentences starting with the criterion pronouns.

c. Reward-Punishment – E said "That's good" following each sentence starting with either one of the criterion pronouns and said "Not so good" following sentences starting with either of the other two pronouns.

d. Control – E made no response following any sentence.

A post-experimental interview was employed to assess the S's level of awareness of the contingency between his responses and E's reinforcement. On the basis of his answers, each S was assigned to one of three awareness levels ranging from full insight to lack of awareness of E's reinforcement.

Results of the study were evaluated by means of analysis of variance and chi square techniques. No statistically significant differences in performance between delinquent and nondelinquent Ss were obtained, although a trend was noted for nondelinquents to exceed delinquents in learning under the reward condition.

For the group as a whole, the treatment condition of combined reward and punishment led to significantly greater response acquisition than did either reward alone or punishment alone. The latter two conditions, however, were more effective than no reinforcement. When compared with earlier studies of adult groups in which reward alone or punishment alone were as effective as the combined condition, the present results with an adolescent group were interpreted in terms of the adolescent's need for explicit, total social reinforcement.

A positive relationship was found between S's level of awareness and response acquisition. Furthermore, different treatment conditions tended to be associated with different levels of awareness, although this interaction did not achieve statistical significance. Full awareness was most often obtained under the condition of combined reward and punishment. It was suggested that acquisition of the overt verbal criterion response and acquisition of the awareness response were governed by the same controlling conditions.

Microfilm $3.00; Xerography $3.80. 70 pages.

THE EFFECTS CRISIS COUNSELING HAS UPON THE ATTITUDES OF INMATES WHO ARE GRANTED OR DENIED PAROLE

John Robert KLUTTZ, Ed.D.
Ball State University, 1971

Major Adviser: Dr. Donald E. Hendrickson

The purpose of this study was to investigate the effects crisis counseling had upon inmate's attitudes, who were granted or denied parole, as measured by a specifically designed semantic differential scale, immediately following their appearance before the May 1970 Indiana State Parole Board.

Subjects for the study were one hundred and two inmates at the Indiana Reformatory located in Pendleton, Indiana. They were selected on the basis of two primary criteria: eligibility for a hearing before the Parole Board and a willingness to participate in the research project.

The six semantic differential scale concepts used in the study were unanimously agreed upon by representatives of the Indiana State Department of Corrections-Treatment Division, the Superintendent of the Reformatory, and the Reformatory Psychologist. The following six concepts were determined to be the most significant affecting the treatment and rehabilitation process of inmates: (1) myself, (2) other inmates, (3) reformatory staff, (4) parole board members, (5) parole process, and (6) the reformatory.

The semantic differential, constructed as prescribed by Osgood, *et al.*, (1957, pp. 77-81), was used to measure the attitudes of the inmate subjects toward the six identified concepts.

The subjects in the two experimental groups, those granted and denied parole, participated in a thirty minute crisis counseling session with a male doctoral intern from Ball State University after appearing before the parole board. The control groups, those granted and denied parole appeared before the board, but did not receive crisis counseling.

The semantic differential scale was given forty-eight hours prior to the inmates' meeting the parole board, and within one hour after meeting the parole board and undergoing crisis counseling depending upon group assignment. All pre- and posttests were administered by qualified psychometrists. Effort was made to avoid identifying anyone who participated in the study. As soon as the process of completing the instruments was completed, they were carefully analyzed.

Analysis of the data indicated that the inmates who experienced crisis counseling, when compared to the control group who received no crisis counseling, made no significant positive gains in their attitude toward the six selected concepts. Therefore, it was concluded that thirty minutes of crisis counseling had a limited effect upon attitudes of inmates who participated in the counseling sessions.

Although some of the regression of the scores may be accounted for by error in the measuring instrument, it is possible that the general reformatory environment or climate had some negative effects on the attitudes of the confined men. It is also possible that meeting the parole board would produce either positive or negative effects that might override the short session crisis counseling.

A multiple linear regression analysis was computed to determine the significance of the relationship between the semantic differential scores and the action taken by the parole board. No significant regression appeared.

To determine if attitudes changed between the pre- and posttest measures as a result of being granted or denied parole, an analysis of variance was performed. The analysis of variance indicated that for the inmates

denied parole their attitudes remained relatively stable. Significant improvement was shown for those inmates granted parole.

To determine if crisis counseling had an effect on the attitudes of inmates after meeting the parole board, an analysis of covariance was computed statistically controlling for pretest responses. No significant differences were found between the crisis counseling and no crisis counseling groups. However, attitudes significantly improved for those inmates granted parole.

The results and many questions stimulated by this investigation indicated many areas that might warrant further research.

Order No. 72-12,668, 166 pages.

SELECTED CHANGES OVER TIME IN INTERNAL-EXTERNAL CONTROL EXPECTANCIES IN A REFORMATORY POPULATION.

(Order No. 68-9912)

John Barney Kiehlbauch, Ph.D.
Kansas State University, 1968

This was an exploratory study of changes in an internal-external (I-E) control of reinforcement orientation among prisoners in a federal reformatory. The I-E concept refers to the extent to which an individual feels that he has control over the reinforcements that occur relative to his behavior. Internals tend to feel that they control their own destiny and are the effective agents in determining the occurrence of reinforcements. Externals tend to see forces beyond their control as being the essential factors in determining the occurrence of reinforcements (such factors as fate, chance, powerful others, the complexity or unpredictability of the world, etc.). Such a concept refers to a continuum of individual differences that presumably cuts across specific need areas and is regarded as a generalized expectancy.

A number of separate and independent groups of male reformatory inmates were tested at various times during their incarceration. Tests used included the I-E Scale, the Manifest Anxiety Scale, and the Revised Beta Examination (a measure of intelligence). All subjects were tested under standard conditions. Although this was not a longitudinal study, considerable care was taken by detailed sampling procedures to avoid any inherent group differences in performance. The following major results were obtained:

1. Inmates tested (a) within one month of commitment, (b) after 12 to 13 months institutionalization, and (c) within one month of release showed results which indicated a significant curvilinear function for I-E scores. Scores indicated a trend from greater to less externality and then an increase in externality as the inmate nears release.

2. A similar trend was found in the case of scores on the Manifest Anxiety Scale.

3. There were no significant differences in the obtained curves between inmates serving their first commitment and those having served prior sentences.

4. A work-release sample (a group of prisoners who, prior to their final release, work in jobs outside the institution and in the free community) did not show the rise toward more externality one month prior to release as did a matched non-work-release group of prisoners.

5. Scores over time on the Revised Beta Examination did not show the curvilinear trend obtained with both the I-E and anxiety data. That is, intelligence scores over time could best be described as a linear function.

6. Groups separated on the basis of whether they were making a good or poor institutional adjustment showed no I-E differences.

7. In a replication of earlier reported findings, no significant relationship was found between I-E scores and intelligence.

8. Also, in an attempt to replicate results from previous studies which indicated that Negroes were external than Caucasians, group I-E scores were compared for 40 Negroid and 40 Caucasian prisoners. No significant I-E differences were obtained.

9. Additional attempts to examine the reliability of the I-E Scale were carried out. A heterogeneous group of 90 randomly selected prisoners was tested one month after admission to the reformatory. This group was then randomly broken into three groups of 30 each to determine re-test reliability of the I-E Scale at three, six, and nine month intervals. The three-month correlation was .754, the six-month correlation was .337, and the nine-month correlation was .207. Only the first of these is significant at less than the .05 level of confidence.

All of these results were discussed in detail and their relationships to social learning theory examined. A variety of suggestions for further research were made, both on the basis of some methodological shortcomings of the present study and in terms of heuristic considerations.

Microfilm $3.00; Xerography $4.00. 72 pages.

PRISONIZATION AND SELF CONCEPTION: A STUDY OF A MEDIUM SECURITY PRISON

Will Charles KENNEDY, Ph.D.
University of California, Los Angeles, 1970

Chairman: Professor Oscar Grusky

The theoretical basis of the study was reference group theory and Mead's theory of symbolic interaction. The criminal was defined as a key status negatively evaluated by the larger society, and prisonization was seen as part of the process by which individuals take on antisocial attitudes.

The basic hypotheses tested stated that the greater the degree of prisonization, the more negative one's view of society and oneself would be. A non-inmate control group was used to control the effects of imprisonment.

A prisonization index was developed combining the variables "age at first conviction" and "time in all institutions", which were seen as involving the variables of exposure to inmate society as well as to the criminal subculture.

Attitudes were elicited using the technique of the Semantic Differential, asking the respondent to rate certain roles in the larger society and to give his view of how the representatives of these roles would rate him. In addition, certain activities were rated, and the respondents were asked to rate themselves. Statements designed to serve as internal replications were also used, asking the respondent to agree or disagree.

The analysis of the responses on all items showed that they were generally supportive of the hypotheses. Evidence was found to support the view that highly prisonized inmates have a more criminal than inmate orientation, were more involved in a criminal subculture prior to imprisonment, and that they have a more negative self conception than less prisonized inmates. It was also found that all inmates had a more negative self conception than the non-inmate control group. The statement items were supportive of the view that highly prisonized inmates are slightly more negative toward the basic structure and authority of society, although not necessarily more negative toward the functioning of society. It was found that items dealing with anomie did not differentiate well; a suggested explanation was that anomie items are not necessarily related to criminality, especially in inter-class comparisons.

Variables theoretically related to prisonization that have been used in other prison studies did not consistently differentiate among the inmates when tested alone.

Some of the implications of this study were felt to be: (1) the questioning of previous interpretations of the inmate social system as being isolated from the larger society; (2) a necessity for review of the concept of prisonization, and (3) for review of the perspective that highly prisonized inmates are oriented to other inmates in contrast to being criminally oriented; (4) a criticism of the tendency to see criminal attitudes in zero-sum terms; and (5) a call for more research on the function of the self conception in criminal behavior.

Order No. 71-3861, 229 pages.

A STUDY OF THE PERCEPTUAL ORGANIZATION OF BLACK AND WHITE DELINQUENT AND NON-DELINQUENT JUVENILE FEMALES

Dale W. KALLSTROM, Ed.D.
The University of Florida, 1970

Chairman: Dr. Arthur W. Combs

The Problem and Purpose of the Study:

This study has explored various aspects of the perceptual organization of legally defined female juvenile delinquents and nondelinquents—both black and white. It was founded in the perceptual psychological theory of Arthur W. Combs, which is based upon the assumption that behavior is a function of perception. This theory suggests that if perceptual organizations were sampled, it would be found that the delinquent's perception of his personal adequacy would be significantly less positive than would that of the nondelinquent, and, that in our culture, the black person's perception of his personal adequacy would be significantly less positive than that of the white person. The problem and purpose of this study was to check these suggestions empirically by attempting a discrimination between black and white juvenile delinquent and nondelinquent females on the basis of selected aspects of their perceptions of self and the world.

Methods and Procedures:

This study was designed, within the purpose stated, to investigate the following questions concerning the perceptual organization of selected juveniles:

Do juvenile delinquents:

1. tend to have a generally less positive view of self,
2. perceive themselves as being less wanted,
3. perceive themselves as being less acceptable,
4. perceive themselves as being less able,
5. perceive themselves as being identified with others,
6. perceive others as being less facilitating,

than do juvenile nondelinquents? Is black or white racial membership relevant to these questions?

In addition to the six perceptual dimensions represented by the above questions, a behavioral dimension was also investigated and is represented in the following questions:

7. Are juvenile delinquents less open to experience than are juvenile nondelinquents? Is black or white racial membership relevant to this question?

Definitions of each dimension as well as formal hypotheses were stated.

The delinquent sample consisted of 15 black and 15 white female juvenile residents of a Florida State Correctional School for Girls. The nondelinquent sample consisted of 15 black and 15 white female juveniles selected from among juveniles residing in Gainesville and Miami, Florida. Age, physical handicap, and economic status were among the variables considered in the selection of the sample.

Each of the subjects in the sample was asked to write an essay describing an important incident in which she was involved with one or more people. She was asked to describe the situation and tell how she felt at that time, as well as how she felt about the incident now. Anonymity was assured and precautions taken to avoid disclosure of individual or group identity in the text of the essays.

Three doctoral students were trained to "read behavior backwards," or in other words, to read the essays and infer how the author perceived herself and the world. These inferences were quantified by means of seven-point scales on each of the seven dimensions under investigation. After training, and having attained inter-rater reliability of 85 percent agreement, the evaluators independently read and rated each of the 60 research essays on each of the seven dimensions. They were asked to rate only 10 essays on one dimension at a sitting in order to reduce "halo-effect."

Results and Conclusions:

Hypotheses were tested by means of two-way analyses of variance, Dunnet's t statistic, and two-group multiple variable discriminant function analyses. The results of these analyses supported every hypothesis directly concerned with delinquency and most of those concerned with race. It was concluded that the results indicated an affirmative answer to most of the questions posed for investigation and that the theory from which they were derived was also further supported by the evidence.

Order No. 71-12,754, 87 pages.

ENVIRONMENTAL CHANGE AND PERCEIVED NEED SATISFACTION IN DELINQUENT ADOLESCENTS

Donald Joseph LOLLAR, Ed.D.
Indiana University, 1971

Chairman: Alan P. Bell

Purpose of Investigation:

The purpose of the study was to investigate the relationship of environmental change to perceived need satisfactions in delinquent adolescents, basically focusing on the environment within the juvenile institution. Pre- and post-institutional environments were also included for comparison purposes. A need theory proposed by Maslow was selected as the paradigm for viewing the individual-environment interaction. Research questions focused on differences in need satisfactions at the four most basic need levels of Maslow's hierarchy across the different environments. The need levels used were: 1) physiological; 2) physical safety and security; 3) affection and belonging; and, 4) self-esteem and worth.

Procedures:

In the individual-environment interaction, the environmental variable was the independent variable while the individual variable of need satisfaction was the dependent variable. Sex and race were also utilized as controlling variables.

A series of questions was developed to measure the degree of need satisfaction at each of the first four levels of the Maslow need hierarchy. Total need satisfaction was measured by totalling the four need-level satisfaction scores. The instrument was labelled the Need Satisfaction Schedule (NSS). Subsequently, 50 adolescents, representing each of four environmental influences, were selected at random from delinquent adolescents in the State of Georgia. The four environments were: 1) pre-institutional (first offender non-institutionalized adolescents); 2) early institutional (adolescents incarcerated in state institutions from four to six weeks); 3) late institutional (adolescents incarcerated from six to eight months); and, 4) post-institutional (adolescents released from the institutions). The Schedule was administered by means of a structured interview to the 200 subjects by the investigator. From these samples, the questions were empirically analyzed using two-way analyses of variance and Scheffé's Test for Multiple Comparisons.

Results:

The results of the analyses indicated that significant differences occurred among the four groups on two of the need variables—affection and belonging needs, and total need satisfaction. No significant differences were found for the main effects of sex or race at any of the need levels of the hierarchy or for the total need satisfaction score. Also, no significant differences were revealed in the interactions between sex and groups or between the variables of race and groups. Differences were not found at the levels of physiological, physical safety and security, or self-esteem and worth needs.

At level III of the need hierarchy, it was found that the pre-institutional group perceived their affection needs met significantly greater than either the early or late institutional groups. Also, the post-institutional group perceived need satisfaction to be greater at this level than the early or late institutional groups. On the total need satisfaction scores, a significant difference occurred between the late institutional and post-institutional groups, the late institutional group perceiving their total needs significantly less satisfied than the post-institutional group. These outcomes were discussed with reference to differences in environmental influences. The institutional environment was perceived in a less favorable manner than the extra-institutional environments.

Conclusions:

Support was gained for the contention that a lack of affectionate relationships existed in the institutions studied. Generally, the extra-institutional environments were found to be more favorably perceived in terms of need satisfaction than the institutional environment. Implications focused on improving the treatment potential of the institutional environment. Additional research was suggested to operationalize Maslow's hierarchy of needs and to apply his theory to adolescent development and delinquency.

Order No. 71-24,540, 112 pages.

SENSITIVITY TRAINING WITH INCARCERATED CRIMINALS: PERSONALITY CORRELATES OF PARTICIPANT DURATION AND AN ASSESSMENT OF THERAPEUTIC VALUE

James Howard MILLER, Ed.D.
Auburn University, 1971

Director: Thomas J. Michels

The purpose of this research was to isolate personality factors predictive of duration in sensitivity training and to assess the impact of sensitivity training on measures of self-concept, self-actualization, and anxiety with incarcerated criminals.

Twenty-four prison inmates volunteered for a sensitivity training laboratory. Fourteen subjects terminated prematurely whereas ten subjects

continued until the laboratory was completed ten weeks later.

The major hypothesis was that there would be no significant differences in selected personality factors between sensitivity training group members who terminated prematurely and those who completed all sessions. This hypothesis was rejected because three significant differences were found. The Sixteen Personality Factor Questionnaire discriminated between the two groups on three factors: (1) the Continuers were more intelligent (Factor B, $p < .05$); (2) the Continuers were more assertive and competitive (Factor E, $p < .01$); and (3) the Continuers were more experimenting, liberal, and free thinking (Factor Q_1, $p < .001$).

The secondary hypothesis was that there would be no significant differences between change scores of measures in self-concept, self-actualization, and anxiety of sensitivity training group participants who completed the laboratory and those who terminated prematurely. The .05 level of confidence was selected as the acceptable level of significance. The instruments used for pre- and posttesting included the Index of Adjustment and Values (Self-Concept), Semantic Differential (Self-Concept), Personal Orientation Inventory (Self-Actualization), and Mountain Home Arousal Scale (Anxiety). The analysis of covariance technique was used to assess the significance of differences between change scores. The data analysis revealed no significant differences between the two groups on any dependent variable.

The results of this research suggested that there are personality differences between Terminators and Continuers in sensitivity training. However, the findings failed to show that the function of participating in sensitivity training resulted in differential treatment effects.

Order No. 71-27,838, 165 pages.

AN ANALYTIC MODEL WITHIN WHICH TO CONSIDER CROSS-CLASS DELINQUENCY.

(Order No. 66-15,054)

Jerome G. Miller, D.S.W.
The Catholic University of America, 1966

The consideration of the phenomenon of juvenile delinquency has more often reflected particular writers' educational or professional orientations, than attempts to integrate theories or findings stemming from the various psychological, sociological and anthropological approaches to the understanding of delinquency. As a result there has been a great deal of confusion with reference to how theories, approaches, and findings might be related to one another. Theories which are presented as different or contradictory to one another are often found to dovetail with one another when considered within a wider context.

In this thesis, an analytic model is proposed which allows for a logical consideration and integration of the major theories and findings relative to juvenile delinquency. The model uses the factors of values, norms, roles, role-behavior, and personality, as these relate to the pre-delinquent socialization process and to the delinquent action process. The model allows for the inclusion of the major theories of delinquency presently being put forth. In addition, the model allows for the inclusion of delinquents from all socioeconomic classes, the lone delinquent, the gang delinquent, the "disturbed" delinquent, the career-oriented delinquent, and the "sometime" delinquent.

As exemplary of the ways in which delinquents might be considered within the analytic model, court records of 370 delinquent boys and interviews with selected delinquent boys of all socioeconomic classes, mutually associated in delinquencies, are presented in descriptive fashion.

A typology of delinquents is developed, based upon differential socialization (cultural, subcultural, contracultural, and unsocialized delinquents), and upon varying degrees of commitment to the delinquent action process (career vs. "sometime" delinquents). Descriptions of each type of delinquent are given particularly with reference to how the first delinquency occurs and how the delinquent career process is either inhibited or promoted through role-defining and role-structuring.

On the basis of the typology presented, specific approaches to social diagnosis, prevention and treatment are proposed. It is posited that diagnosis and treatment of the delinquent must be related to the appropriate level of social specificity within which a particular delinquency occurs. Conclusions are drawn with reference to types of delinquents most appropriately dealt with through wider techniques of community organizations.

Microfilm $6.05; Xerography $21.40. 474 pages.

IMPULSIVITY AND LOCUS OF CONTROL AMONG JUVENILE DELINQUENTS

(Order No. 69-21,038)

Richard E. Miller, Ph.D.
University of Pittsburgh, 1969

This study investigated some differences in behavior between delinquents and non-delinquents as they relate to two personality constructs. The first construct was impulsiveness, which refers to low frustration tolerance, an overemphasis on personal pleasure, and a disregard of long-range consequences of one's actions. The second construct was internal-external control. Internal control refers to the perception of environmental events as being related to one's actions and thereby under personal control; external control refers to the perception of environmental events as being unrelated to one's own behavior and therefore beyond personal control. Both impulsivity and internal-external control are continuous variables.

Impulsiveness was measured by the Sc scale of the California Psychological Inventory, and Rotter's I-E scale was used to measure internal-external control. The Sc and I-E scales were administered to 50 adjudicated delinquents and 30 non-delinquents. All subjects were males of the lower socio-economic class as measured by the Hollingshead Two Factor Index of Social Position, between 14 and 18 years old, and no lower than 85 IQ. The performance of the subjects on the two scales indicated that the delinquents were significantly more impulsive and more inclined to hold an external control orientation than non-delinquents. In addition, the correlation between the two variables for delinquent subjects was -.29, which was statistically significant. This was interpreted to indicate a definite, but low, correlation between impulsiveness and perceived locus of control.

There was an attempt to demonstrate the possible influence of perceived locus of control upon behavior. Thirty delinquents who obtained the highest and lowest scores on the I-E scale performed in a discrimination task which could be regarded as involving either chance or skill. The task required the subjects to match lines of different lengths. Positive reinforcements were arranged in a fixed sequence over 26 trials.

On the basis of the reports of previous investigators, it was predicted that internal control subjects would regard success on the task as skill-determined, whereas external control subjects would perform as though the task involved chance factors. This in turn was expected to influence the individual's expectancy of making a correct match before each trial. The expectancies of internal control subjects, on the other hand, should show a greater tendency to base their expectancies upon the "gambler's fallacy." Hence, the dependent variable was the individual's shifts in expectancy after success or failure over the 26 trials. Three separate but related scoring methods, concerned with the number, magnitude, and type of shifts, failed to reveal a significant difference in performance between the high and low I-E subjects. An examination of the data produced several suggestions for a modified methodological design intended to draw out more clearly the relationship between internal-external control orientation and behavior.

M $3.00; X $4.40. 82 pages.

THE RELATIONSHIP BETWEEN VOLUNTEERING FOR A GROUP DISCUSSION PROGRAM IN AN INSTITUTION AND THE POST-INSTITUTIONAL PERFORMANCE OF A GROUP OF YOUTHFUL OFFENDERS.

(Order No. 67-5524)

June McFerran Morrison, Ph.D.
The Florida State University, 1966

The problem in this study was to determine whether the act of volunteering by an inmate for a constructive prison program was a discriminative factor in the post-institutional behavior of the subjects included in the study. Two paradoxical assumptions underlying the act of volunteering were described: (1) The volunteer is more highly motivated to change than is the non volunteer: and (2) The volunteer in a correctional setting is not more highly motivated to change. The methodology employed was a matched-pair technique in an experimental before-after design. An interdisciplinary approach, encompassing crisis theory, the concept of the prison as a social system, and reference group theory, was used to formulate four hypotheses. Three of the four hypotheses, based on four groups, stated that volunteers who were in either the beginning or terminal phases of imprisonment would perform more successfully after release than would matching non volunteers. The remaining hypothesis held that volunteers who were in the middle phase of imprisonment would not be more successful after release than matching non volunteers.

A scale was developed specifically for this study in order to measure degrees of success after release for parolees and expiration of sentence releases. It was applied to the subjects by appropriate personnel in the field nine months after release. The results of the statistical tests of the data supported the hypotheses that volunteers tended to identify with a non-criminal reference group in the beginning and terminal phase of incarceration. During the middle phase of imprisonment, the significant inverse relationship between volunteering and post-release success suggested that these volunteers were identifying with the values of a crimogenic reference group.

The conclusions drawn were that volunteering by members of this study population was a discriminative act whose meaning could be interpreted only with reference to the phase of imprisonment of the volunteer, and that information concerning the identity of volunteers for such programs may offer some suggestion to parole board members as to optimum timing of release. Microfilm $3.00; Xerography $8.60. 187 pages.